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ABSTRACT

Designed to prepare students in grades 10-12 for immediate employment in a hospitality and recreation industry, this curriculum guide also provides a foundation for continuing education in the field. Four distinct components are included, each organized by units, which in turn are divided into activities. Each unit begins with an overview followed by descriptions of objectives, rationale, and concept. The components are Lodging Services (Front Office Procedures, Reservations, Convention Planning, Bed and Board: "Back of the House" Operations, and Lodging Service Resource Information); (2) Travel Services (Use of the Official Airline Guide, Use of Manuals, Making Reservations, Interviewing the Client, and Travel Services Resource Information); (3) Recreation, (Leading Groups, Planning and Organizing Programs, Designing a Playground, Individualized Skill Preparation, and Recreation Resource Information); and (4) Sports, Entertainment, and Cultural Services (Ticketing Systems, Communication Skills, Money Management, Individualized Skill Preparation, and Resource Information on Sports, Entertainment, and Cultural Services). Each of the four components consists of two major parts--resource information with suggested student activities and occupational preparation content. The resource information section provides information about the general characteristics of the hospitality and recreation industry. The occupational preparation section, divided into a teacher's guide and accompanying student materials, addresses the specific skills required for entry-level employment. (HD)

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Occupational Preparation
In
Hospitality and Recreation:

Lodging Services
Travel Services
Recreation
Sports, Entertainment, and Cultural Services

Teacher's Guide/Student Materials

by

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FOREWORD

These curriculum materials are designed to provide students with skills specific to obtaining employment in the field of hospitality and recreation. The project represents one of several curriculum efforts in occupational education, known as "cluster" projects because they are organized in groups of related occupations, which provide educators with the tools for developing both the career potential and the specific occupational skills of students. Two curricula were developed during this project; this one is devoted to occupational preparation for employment in selected hospitality and recreation industries. The other curriculum, entitled Career Exploration in Hospitality and Recreation, is intended to precede occupational preparation activities and develops student career decision-making skills within the context of the hospitality and recreation field.

The occupational preparation curriculum, which presupposes student involvement in exploration of the Hospitality and Recreation cluster, serves two major purposes. It prepares students for immediate employment in a hospitality and recreation industry, and it provides a foundation for continuing education in the field. The four components which have been chosen for inclusion in this curriculum, Travel Services, Lodging Services, Recreation, and Sports, Entertainment and Cultural Services, have been designed with both purposes in mind, although the focus of the instructional program is on occupational preparation within the specific industries.

The philosophy, content, and instructional strategies that are reflected in these materials were developed with the support and advice of both educators and representatives from trade associations involved in the disciplines which are part of the Hospitality and Recreation field. A National Conference in Hospitality and Recreation Occupations was held in August, 1975 in Hyannis, Massachusetts, at which 85 participants from the educational community, including State Career and Vocational Education Directors; educational association representatives; State Distributive Education Supervisors; State Physical Education Supervisors; publishers of career periodicals; field-test teachers; and representatives from trade associations reviewed and critiqued the materials. The Conference participants examined the materials in terms of their applicability to different grade levels and school settings and their appropriateness for infusion into existing curricula. Feedback was obtained from all conferees regarding student activities within the curriculum materials in terms of their clarity and usefulness. In addition, field-test teachers had the opportunity to examine, explore, and become familiar with the materials they would soon be using themselves.

During the fall semester of 1975, the occupational preparation curriculum was field-tested in five high school classes. Both students and teachers provided the project staff with information and advice about the materials that could not have been obtained in any other manner. Field-test teachers and students and Conference participants offered enthusiastic support for the philosophy, content and instructional strategies for the materials.

The materials for Occupational Preparation in Hospitality and Recreation could not have been completed without the participation and contribution of many individuals. Chief among these persons are, of course, the Conference participants, field-test teachers, and students who shared in the project. Other individuals contributed to the development of the curriculum as well. Our Advisory Panel provided information and insight during all phases, particularly in the analysis of the skills required to perform the occupations emphasized in this curriculum, during the Conference as workshop leaders, and, later, in the final review of the curriculum materials. As experts in the industries which they represent, the panel members strengthened the curriculum immeasurably. These panel members were: Joseph Curtis, formerly Commissioner of the Department of Parks and Recreation for the City of Boston and presently a consultant in municipal recreation and parks in New Rochelle, New York; William Giezentanner, a teacher of Recreational Planning at the Harvard Graduate School of Design in Cambridge, Massachusetts; Ron Gray, an experienced travel agent in New York City for Thomas Cook and Sons, the largest travel agency in the world; and Charles Hamburg, Chairman of the Hotel and Restaurant Department at Bunker Hill Community College in Charlestown, Massachusetts.

The authors of this curriculum were aided by other members of the project staff who deserve special mention for their contributions. Fred Levy assisted in the design of the curriculum in its preliminary stages. Barbara Boris and Kelly Gerry were responsible for the production of the final copy.

The initiative for this project came from the U.S. Office of Education. Mary V. Marks, Chief of the Curriculum Development Branch, assisted the project whenever called upon. William Berndt, Project Officer, provided assistance and direction to the project staff at all stages of curriculum development; and Edwin L. Nelson, Project Monitor, provided insight, support and guidance to the staff from development to completion.

Kristina Engstrom
Project Director

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		Teacher	Student
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		Teacher		Student	
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B.	The Job Search	SECS:	IV-T-4		

OCCUPATIONAL PREPARATION IN HOSPITALITY AND RECREATION

INTRODUCTION TO THE TEACHER

Purpose

This curriculum is designed for students in grades 10-12 to prepare them for employment in, and to provide them with skills specific to, occupations in the field of hospitality and recreation. Career education principles have taught us that the preparation of students for immediate employment in the hospitality and recreation field must include continuing exploration of the world of work and preparation for related occupations if students are to be able to grow and adapt to changing societal needs. The intended outcomes, therefore, for students who have participated in this occupational preparation experience are to enable them to obtain gainful employment in at least three occupations within one industry of the Hospitality and Recreation cluster and to enable them to evaluate work experience and to identify the additional training and education necessary for advancement within that industry.

The Field of Hospitality and Recreation. The field of hospitality and recreation is large and diverse, including more than 60 types of employers and 200 types of occupations, according to industry sources. These occupations vary in setting, complexity, responsibility, and training requirements.

Diversity of setting and variety of activity in this field contribute to its appeal as a potential career choice. In addition to these characteristics, careers in the field allow an individual to combine avocation with vocation, involve considerable interaction with people, and offer the satisfaction of contributing to another person's enjoyment.

Although this is a growing field and careers within it can satisfy a wide variety of personal interests and abilities, there are currently few educational offerings for career exploration and preparation prior to post secondary education. This curriculum is intended to fill that gap.

The Hospitality and Recreation Cluster. Hospitality and Recreation is one of fifteen occupational clusters suggested by the U.S. Office of Education to describe groups of occupations. The occupations within this cluster have been defined as those which provide services to people away from their homes which enable them to more fully enjoy their non-working time. The definition stresses the motivation of the consumer to *enjoy* an activity or event, *away from home*, during *non-working or leisure* time. All of these elements are reflected in the concepts and activities of this curriculum.

To help organize this diverse cluster, its member occupations and employers have been grouped according to industries or subclusters. The subclusters are:

Lodging Services: The management and operation of lodging facilities. People employed in this subcluster work for hotels, motels, resorts, convention centers, and steamship companies. Occupations include front desk clerk, reservations clerk, bell captain, maid, and manager.

Recreation: The management, planning and operation of recreational programs, facilities and areas. Examples of employers are recreation centers, camps, hospitals, government agencies, and bowling alleys. Occupations include grounds keeper, youth worker and director or owner of a recreational area.

Entertainment Services: The management and operation of entertainment facilities such as movie theatres and amusement parks. The promotion of entertainment services by booking agencies. Occupations include usher, circus performer and theater manager.

Cultural Services: The management and operation of cultural institutions such as libraries, museums and zoos. Occupations range from ticket takers to curators.

Sports: Activities involved in professional sports. Occupations include professional athletes, referees, stadium managers and ticket sellers. Employers include professional sports teams and sports stadiums.

Food and Beverage Services: Food and beverage preparation and service and food establishment management and operation. Occupations are found in a variety of industries including restaurants, school cafeterias, snack bars, and catering services. Occupations include waiters, chefs and restaurant managers.

Travel Services: The arrangement and support of travel. Occupations include travel agents, flight attendants and tour guides. Employers include airlines, tour bus lines and travel agencies.

Career Education. Central to effective implementation of this curriculum is an understanding of the career education framework and principles which form its basis. To summarize these principles:

- Career education should broaden a student's horizons, not only regarding occupations but also regarding the student's own potential. Therefore, it is important to emphasize career development throughout the curriculum.
- Career planning is a continuous, life-long process—a process which is based on self-assessment and occupational analysis. Technological advances of modern society and continually changing economic situations make it mandatory that a student be prepared to adapt to change. In addition, individual interests, abilities and values change as one develops. Therefore, it is critical that through career education the student is provided with the skills and understanding to continue to grow, develop and adapt.
- To meet changing societal needs and the student's growth and long-term stability, it is important for students to focus upon a broader context than one or a few occupations in preparing for a career.

These principles are reflected in the overall design of the curriculum guide.

The integration of career education concepts with skill preparation materials. In order to provide students with the capability of adapting their occupational knowledge and skills as their personal needs and interests change and as new demands are imposed by a changing society, this curriculum focuses on the industries in which occupations are performed rather than on occupational skills alone.

Within each industry, the student obtains skills related to more than one occupation in order to become more able to adapt to change and to increase his/her job mobility. In addition, the student is encouraged to explore the many occupational possibilities within each industry.

Community involvement and student participation, important in the exploration phase, become essential to a preparatory experience. Therefore, a cooperative work experience for students is recommended, and an internship for at least one "above entry level" occupation in each work environment under consideration is encouraged.

Industries and Occupations Included in this curriculum

The criteria for selecting industries for inclusion were:

1. The industry should have at least three entry-level occupations in which students could obtain gainful employment. These occupations were selected on the basis of manpower demand and the absence of barriers to entry-level employment, among other factors.
2. There exists a need for skill training on the secondary level for these occupations. Current programs do not include this training, and the skill level for the occupations requires more than minimal (two weeks) training.

Based upon these criteria, the following decisions were made:

Occupational preparation material is developed in detail for each of the Lodging Services, Recreation, and Travel Services subclusters. Each of these industries met the criteria established. The skills which were included for study and training in each component were chosen on the basis of their applicability to occupations within the industry.

Entry-level occupations in Sports, Entertainment, and Cultural Services are combined into one component. Few of these occupational areas offer opportunities for gainful employment for high school graduates since most of them require special talent and training. The areas do possess the common characteristics of presenting an entertainment function to a non-active, versus an active, audience. Therefore, the three areas are combined, and less detail is provided for each of these industries.

Food and Beverage Services are not included in these materials: Several programs and curricula presently exist which train students for these occupations. The Food and Beverage Services subcluster has been included as a component in home economics curricula. Therefore, it was decided that additional development of materials in this area would be superfluous and would not be the most effective use of resources.

The criteria used for selecting occupations within each industry were:

1. The occupation provides an opportunity for gainful employment to a high school graduate.
2. The occupation does not require extensive education, i.e., requirements do not include a post-secondary degree.

3. The occupation does not require extensive experience, i.e., requirements do not include any more than two years of on-the-job-training.

A task analysis for each selected occupation determined the specific skills included in each component. Where skill requirements were applicable to more than one occupation, materials were developed that would prepare students to perform those skills, field tested, and included in the curriculum.

Organization of the Guide

This curriculum is divided into four distinct components: Lodging Services; Travel Services; Recreation; and Sports, Entertainment, and Cultural Services. Suggestions for the treatment of these components are discussed below in the Implementation Suggestions section.

Each curriculum component consists of two major parts: resource information with suggested student activities and occupational preparation content specific to the subcluster under study. This occupational preparation content is divided into a teacher's guide and accompanying student materials.

Resource Information

Teacher Resource Information: This section provides information about the general characteristics of the industry. It describes such things as size and total employment in the industry, how the industry is affected by economic and social factors, its relationship with other industries, typical working conditions, information about sources for identifying and obtaining employment, and opportunities for career mobility.

This resource information may be used by the teacher either as material for a presentation or lecture to orient students to the field before they begin the skill preparation activities or as background information to be integrated into the skill activities.

Suggested Student Activities: This section follows the resource information material and is intended to assist the teacher to identify in-class and out-of-class research and activities that will provide a framework or an overview of the industry to the students. These activities may be used either to supplement the background information presented by the teacher before the occupational preparation activities or to enhance student learnings after they have completed the skill activities. Student resource information sheets have been included which can be reproduced and distributed to students as a part of these introductory activities. These sheets appear at the beginning of the student materials sections.

Occupational Preparation Activities

This section addresses the specific skills required for entry-level employment. In accordance with the career education principle of providing students with skills related to more than one occupation, the skill preparation materials are organized into groups of common skills.

Teacher's Guide

Each component of this curriculum, i.e., Lodging Services; Travel Services; Recreation; and Sports, Entertainment, and Cultural Services, is organized by units, which in turn are divided into activities. Each unit begins with an overview followed by descriptions of objectives, rationale and concepts. These are organized in the following sequence:

Overview:	The cover page of each unit summarizes student activities and necessary student materials for the unit. Refer to Student Materials to identify those pages which should be duplicated and distributed to students.
Objectives:	In the beginning of each unit, the student objectives to be achieved for the entire unit are described.
Rationale:	This section explains why the unit objectives are important to skill preparation and career exploration and the way in which the student learning activities will realize the objectives.
Concepts:	Following the rationale, concepts which are given. This listing of concepts should assist the teacher in identifying major issues to be taught via student activities.

Following this material dealing with the review of the unit, there is a description of the activities in which students will participate. There may be as few as one activity in a unit or as many as six.

Activity descriptions contain several sections.

Introducing the Activity: Preceding each activity, points for classroom discussion are described. These discussion points introduce students to the concepts necessary to participate in the activity.

Guiding the Activity: For each student activity, instructions for classroom management and directions are provided. These instructions include: how to organize the class; directions to the students; classroom layout; what kinds of student reactions to expect; notes about special requirements of the activity; and so forth.

Learning More From the Activity: Suggested points for classroom discussion follow each student activity. These points or issues are designed to reinforce learning from the activity. They generally fall into two categories: a) discussion of the results and/or progress of the activity; b) discussion of the specific points to be learned from the activity.

Points to Stress: To further reinforce learning, generalizations are highlighted.

Student Materials

Student Materials for each unit accompany the Teacher's Guide. The Student Materials are organized by activity and are presented as follows:

Overview: The cover page of each unit summarizes the student activities and the materials which students need to participate in them.

The Overviews are consistent with those in the Teacher's Guide to make it easy for the teacher to identify and match the appropriate student materials with the instructions given in the Teacher's Guide.

Note that some activities require no student materials.

Activity: The necessary materials for each activity, such as instructions, interview forms, profiles for role plays, brief readings in the form of Information Sheets, matching exercises, case studies, etc., are presented in the Student Materials.

Where indicated, the teacher should duplicate a complete set of Student Materials for each student in the class. Note that the Student Materials are not a text but rather a resource for conducting student learning activities as presented in the Teacher's Guide.

Work Experience

Each component is designed to be used in conjunction with a cooperative work experience in one, or more than one, occupation associated with the work environment. The cooperative work experience model has been used by vocational educators on the high school level for many years and has proved to be invaluable in providing students with direct training and experience that will help them obtain employment upon graduation from high school.

Cooperative vocational education is defined in Part G of the Vocational Education Amendments of 1968 as:

> ". . . a program of vocational education for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his employability. Work periods and school attendance may be on alternate half-days, full-days, weeks, or other period of time in fulfilling the cooperative work-study (vocational education) program."

This approach is commended by its proponents for the following reasons:

- It provides the most relevant curriculum and instruction for students with vocational goals because it is designed to respond to student's needs and occupational requirements.
- It provides for the application of most vocational learnings.
- It provides balanced vocational preparation including manipulative and judgmental skills, knowledge and attitudes.
- It prepares students with abilities that can be used in a broad range of occupational fields.
- It provides an opportunity for close relationships with the community.
- It trains students in occupations which are available in the local job market.

In practice, a training plan is usually developed for each student participating in the program by the teacher and training sponsor. The plan includes the name of the trainee, occupational objective, occupational area, training station, training sponsor, and the date that the plan was developed. The learning experiences expected, the person(s) responsible for providing them, and the training mode are also given.

Along with the training plan, a training agreement is made with the training sponsor to ensure that the student's learning is coordinated and comprehensive. The training agreement might consist of the following kinds of information:

- statement of the program purposes
- career goal of the student
- occupation(s) to be taught

- duration of the training period
- schedule of work and school (minimum and maximum hours of work)
- beginning wages and conditions for increases in wages
- employer, school and teacher, and student responsibilities.

In addition, it is recommended that students participate in a management internship. The management intership differs from the cooperative experience because it involves the student in occupations which require additional education and/or experience. Students may be less active and observe and assist the manager in his/her daily tasks and responsibilities. An agreement similar to that presented above for the cooperative work experience should be made with the supervising manager to ensure that the manager's responsibilities to the student are clear.

Teacher Background and Qualifications

At this time few schools offer programs other than in food services in the field of hospitality and recreation at the occupational preparation level, and, therefore, there may not be an obvious place for it in many schools. However, this curriculum will fit naturally and compatibly into many program areas. The key requirement, where several program areas provide the locus for implementation of this curriculum, is to coordinate the various areas.

Regarding particular backgrounds recommended for a teacher of this material, experience in these occupational areas will facilitate the use of the materials. In addition, there are some teacher backgrounds which are especially suitable for delivering components of the curriculum:

- The Distributive Education teacher has a suitable background for delivering the Lodging and Travel Services materials since these occupational areas are primarily marketing oriented.
- A teacher with a background in Business Management and/or Business Education is most appropriate for the skill areas included in the Sports, Entertainment, and Cultural Services materials. The broader industry issues associated with this component may be more suitable for a Humanities, English or Physical Education teacher.
- Physical Education, Health and Social Studies teachers have suitable backgrounds for many of the skill areas in the Recreation materials.

It should be noted that the suitability of placing this curriculum within an existing school offering will vary depending on the local setting.

The effectiveness of any occupational preparation program depends to a great extent on the competence and enthusiasm of the instructional staff. The great diversity of the subcluster areas making up the Hospitality and Recreation cluster markedly increases the problem of staffing the program. Because of the wide range of technical content requirements in an occupational preparation program, team teaching may well be a means of meeting the requirements of the curriculum. In all situations, if the program is offered, either as vocational or non-vocational, individual state requirements for teacher certification must be followed.

Implementation Suggestions

These curriculum materials provide maximum flexibility for both students and teachers. Their use in a specific school situation situation depends on the interests and needs of students, the educational and experiential backgrounds of teachers, and the time available in the school schedule. Their value to the individual student depends not only on the commitment he or she brings to the curriculum but also on the way both the teacher and the student enhance it through continuing supplemental activities.

Organizing for Instruction. Each component in this curriculum is designed to be taught as a separate entity, and each one can stand alone. The minimum length of time in which a component can be taught is six weeks. Although this period of time would be sufficient to cover the materials, it would not allow for the supplementary work that is needed to maximize opportunities for student employment in his or her chosen field. All four components can be offered in a school's program of instruction during the course of a school year, but it is not expected that an individual student will study all of them since, presumably, he or she will have made an initial decision regarding career goals in preceding career exploration activities.

Options for Student Learning. In cases where more than one component is offered in the school curriculum, the following options are possible:

- A student could study all components, at different times, although, for reasons discussed above, this is not recommended.
- A student could select the component or components which are most appropriate for his or her career goals.

- Individual units or activities could be studied to supplement work in other courses.
- A component or particular units within a component could be used to supplement a cooperative work experience.

It is also recommended that teachers at the secondary level use the Career Exploration in Hospitality and Recreation curriculum as an introduction to, or as the first phase of, the Occupational Preparation curriculum, especially for students who are just beginning the occupational development process. Alternatively, materials in the Exploration curriculum may be selectively used to supplement study of this curriculum.

Evaluation

In any learning process, it is important for both student and teacher to evaluate progress in terms of the learning objectives for the material under study. This curriculum requires two kinds of evaluation: the teacher assessment of the student's achievement in terms of the objectives for each unit and a student assessment of these objectives and his/her achievement as it relates to his or her own interests and career goals.

The measurement of achievement of each unit objective depends upon the nature of that objective. In many cases, the teacher may use an oral or written problem-solving exercise. In other cases, where the objective has a broader focus, the teacher may ask the students to write an essay. The determination of the appropriate measurement tool is regarded as the responsibility of the teacher in this curriculum and, therefore, specific performance criteria are not included. It is strongly recommended, however, that at the end of each unit of study both the teacher and student recall and review the learning objectives for the unit and measure their achievement.

Since occupational preparation is largely for the student's benefit, the student's assessment of achievement of the unit objectives and, particularly, their meaning in terms of his or her own interests and goals is very important. This student-focused assessment can be encouraged by asking the student to discuss his or her continuing interest, or lack of interest in a particular occupation or a career in the field and the reasons. The student should also be urged to express his or her confidence in his or her occupational preparation. Does he or she feel ready to do the job?

In addition to the measurement of achievement in terms of the student's interests, goals, and feelings of confidence in his/her readiness to do the job, skill preparation can be evaluated through teacher observation of student attitudes, student demonstration of knowledge and skills by means of testing instruments, and employer reports of competence in the performance of required skills.

It is highly recommended that the teacher monitor each student's progress regularly throughout the course of study.

Placement and Follow-up

Because one of the goals of this curriculum is to prepare students for immediate employment in a hospitality and recreation occupation upon completion of the course of study, it is very important for the teacher to continue assessing the student's progress after he or she has left the program.

The student should be counseled regarding his or her next step. Does the student need further training, education or experience to achieve his or her career goals? Where should he or she go to get further training, education or experience? How does his or her present job fit the career plan?

The teacher should try to follow the progress of the student as he or she seeks and gets employment in an occupation for which the curriculum prepared him or her. It is important to do this for the continuing development of that student and also to evaluate the teaching of the curriculum itself. What can be learned from one student's activities that can help later students prepare for employment? Information obtained as a result of following students' progress should be used for revision of the curriculum.

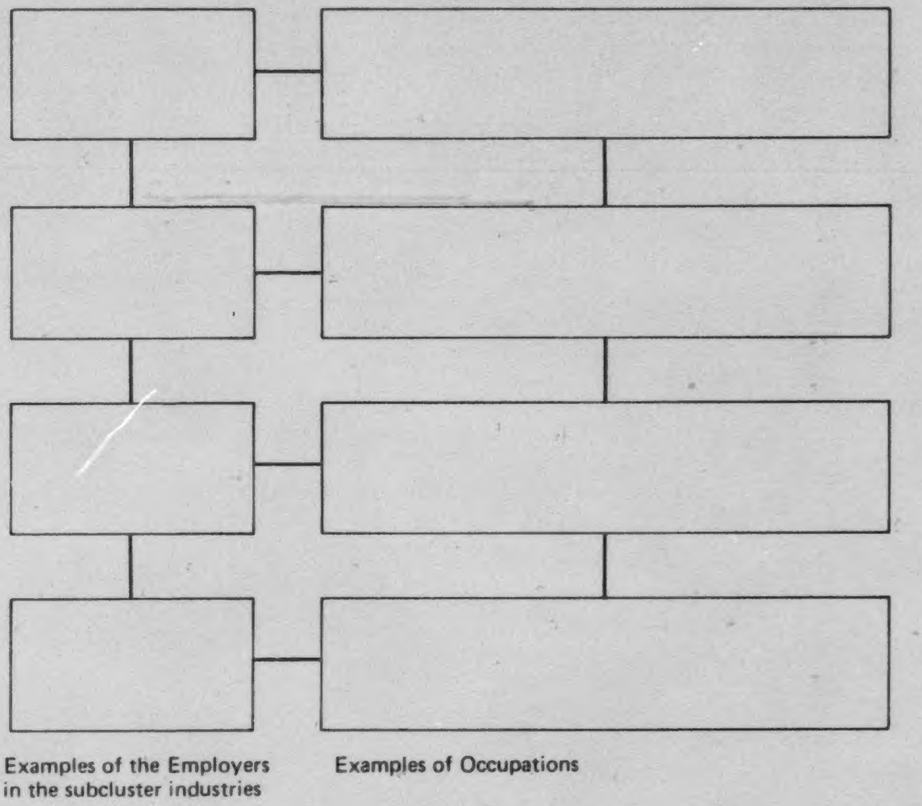
Teachers may refer to the Suggested Student Activities sections for material that can be used to supplement and follow-up student learnings.

THE HOSPITALITY AND RECREATION CLUSTER

The industries and occupations which make up the Hospitality and Recreation Cluster have been divided into seven subclusters:

- Lodging Services
- Travel Services
- Recreation
- Sports
- Entertainment Services
- Cultural Services
- Food and Beverage Services

The following pages provide a visual description of these subclusters.


Examples of the Employers in the subcluster industries
Examples of Occupations

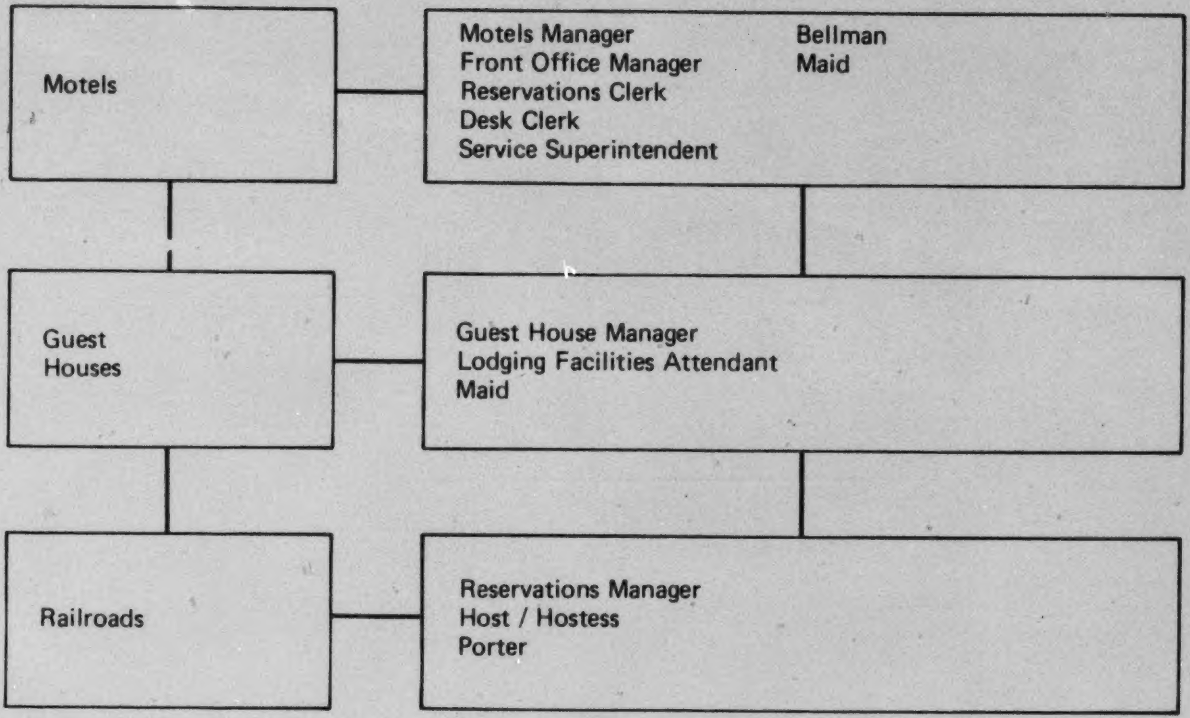
At the top of each of the cluster diagrams is a brief description of the employers and occupations within the subcluster.

LODGING SERVICES

The lodging subcluster includes all of those occupations involved in the management and operation of lodging facilities. People employed in this subcluster work for hotels, motels, resorts, convention centers and steamship companies. In addition to the readily-visible lodging occupations, such as desk clerk and bell captain, this subcluster includes the people who work "behind the scenes" of lodging facilities such as executive housekeeper and convention manager.

Convention Centers	Convention Manager Reservations Clerk Front Office Manager Service Superintendent Executive Housekeeper Sales Manager Front Desk Clerk Chambermaid Doorman Bellman
Steamship Companies	Cabin Superintendent Steward Maid
Resorts	Manager Resident Manager Convention Manager Executive Housekeeper Service Superintendent Front Office Manager Reservations Clerk Front Desk Clerk Chambermaid Doorman Bellman
Hotels	Hotel Manager Resident Manager Sales Manager Convention Manager Front Office Manager Sales Representative Superintendent, Service Executive Housekeeper Reservations Clerk Bell Captain Front Desk Clerk Bellman Doorman Chambermaid Houseman

LODGING SERVICES

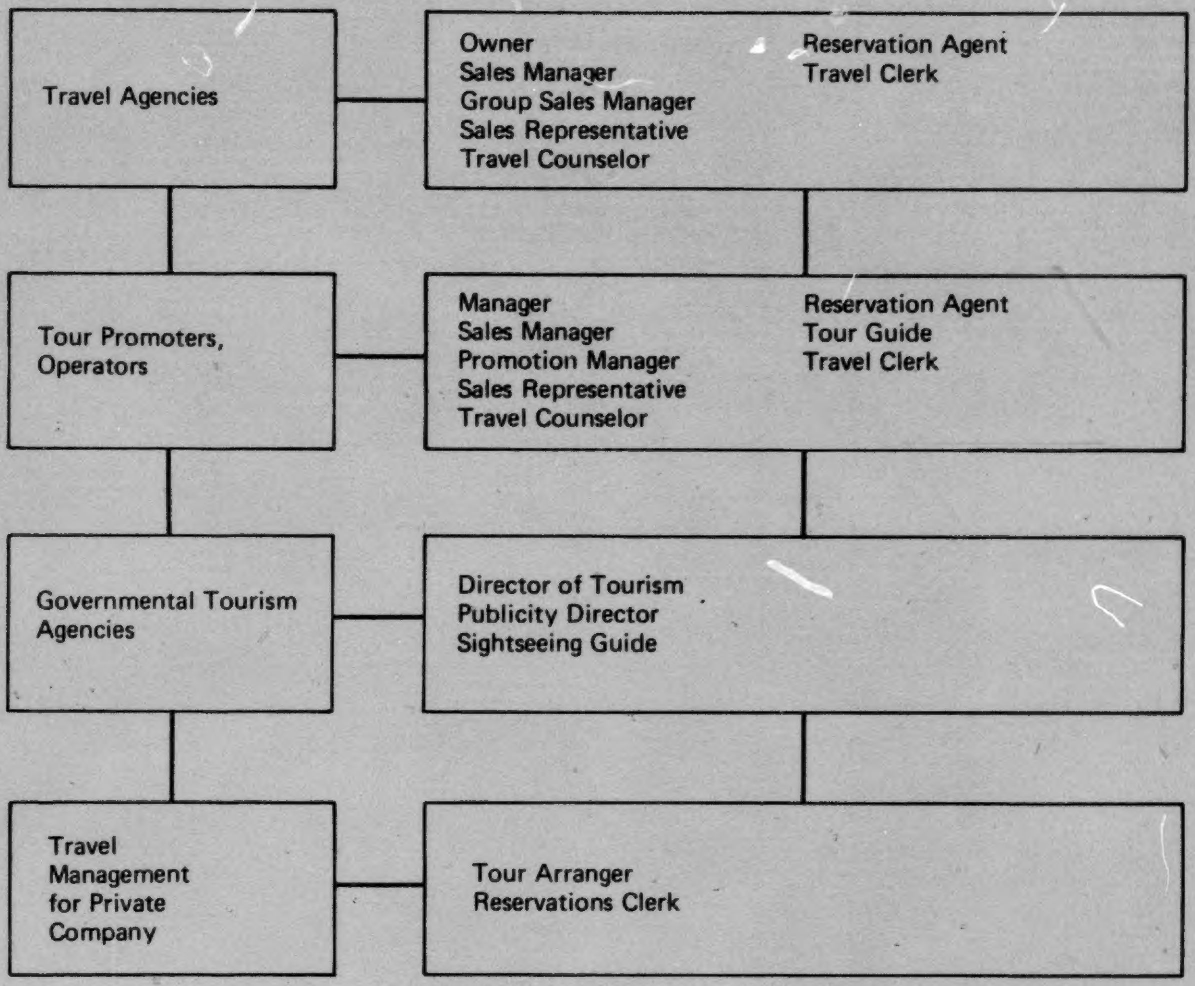

Motels
Motels Manager
Front Office Manager
Reservations Clerk
Desk Clerk
Service Superintendent
Bellman
Maid
Guest Houses
Guest House Manager
Lodging Facilities Attendant
Maid
Railroads
Reservations Manager
Host / Hostess
Porter

TRAVEL SERVICES

This subcluster includes those occupations which are involved in the arrangement of travel and making the travel more enjoyable or informative. The occupations include flight attendants, travel agents, and tour bus guides. Industries include airlines, travel agencies, railroads and bus companies.

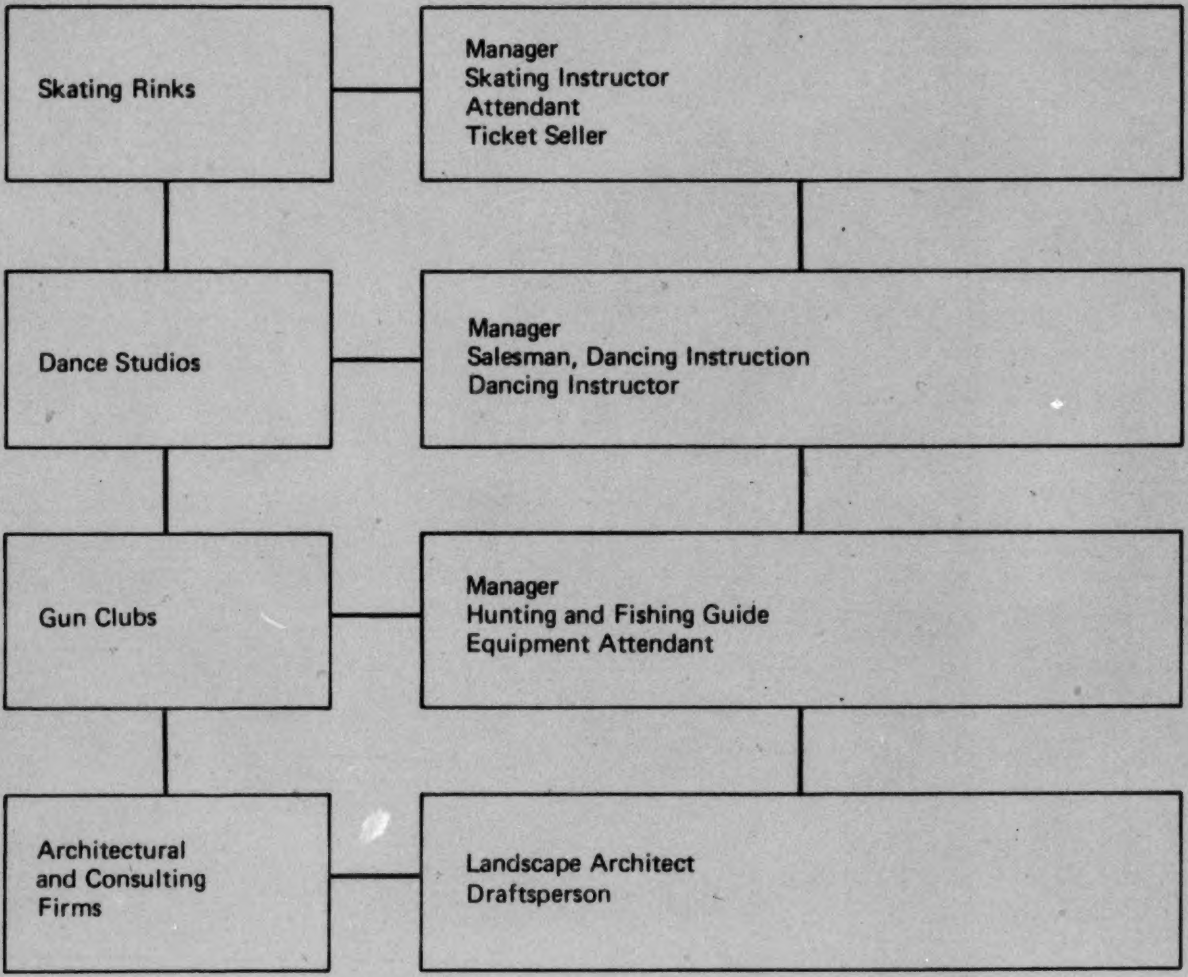
Airlines	Group Sales Manager Chief Flight Attendant Reservation Agent Flight Attendant
Railroads	Manager, Railroad Terminal Station / Depot Master Conductor
Tour Bus Lines	Manager Driver Host / Hostess
Auto Rental Agencies	Owner Manager Dispatcher Rental Clerk Parking Attendant
Tour Boat Lines	Owner Manager Boat Captain Sightseeing Guide Steward

TRAVEL SERVICES


Travel Agencies
Owner
Sales Manager
Group Sales Manager
Sales Representative
Travel Counselor
Reservation Agent
Travel Clerk
Tour Promoters, Operators
Manager
Sales Manager
Promotion Manager
Sales Representative
Travel Counselor
Reservation Agent
Tour Guide
Travel Clerk
Governmental Tourism Agencies
Director of Tourism
Publicity Director
Sightseeing Guide
Travel Management for Private Company
Tour Arranger
Reservations Clerk

RECREATION

This subcluster includes those occupations involved in the management planning and operation of recreational programs, facilities and areas. Examples of employers in this subcluster are recreation centers, camps, hospitals, governmental agencies, nursing homes, and bowling alleys. Occupations include golf course manager, municipal recreation director, skating instructor, camp ground director and camp counselor.


Skating Rinks
Manager
Skating Instructor
Attendant
Ticket Seller
Dance Studios
Manager
Salesman, Dancing Instruction
Dancing Instructor
Gun Clubs
Manager
Hunting and Fishing Guide
Equipment Attendant
Architectural and Consulting Firms
Landscape Architect
Draftsperson

RECREATION

Health Care Facilities	Recreation Therapist Activities Director Recreation Aide
Golf Courses	Manager Golf Pro Caddie Master Caddie Golf Range Attendant
Ski Resorts	Manager Publicity Director Head of Ski School Ski Instructor Head of Ski Patrol Ski Patrol Ticket Seller Lift Attendant
Wildlife Sanctuary	Director Program Director Interpretive Naturalist

RECREATION

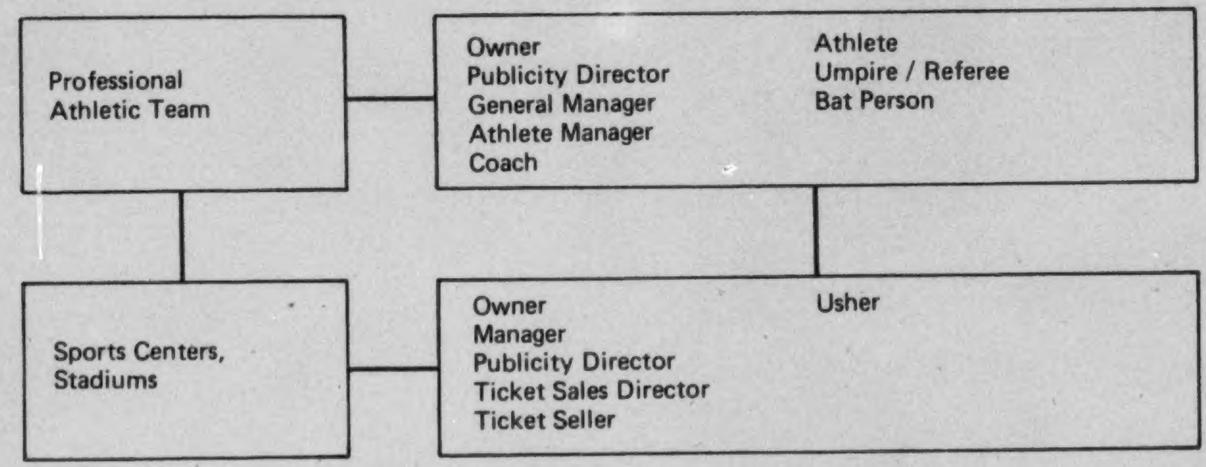
Parks	Park Superintendent Director of Preservation Director of Maintenance Guides - Interpretive Naturalist Maintenance Person	
Pool Parlors	Owner Desk Attendant	
Municipal Agencies	Municipal Recreation Director Assistant Director Recreation Area Planner Program Director Recreational Facility Manager	Playground Director Activity Director Playground Leader Attendant Interpretive Naturalist
Camps	Owner Director Program Director Activities Director Head Counselor	Head of Waterfront Counselors Junior Counselors Interpretive Naturalist

RECREATION

Bowling Alleys	Owner Manager Desk Attendant Service Superintendent
Campgrounds	Director Office Clerk Site Attendant Maintenance Person
Trailer Parks	Owner Park Director Office Clerk Site Attendant Maintenance Person
Sporting and Recreational Camps	Camp Director Publicity Director Instructors Reservations Clerk

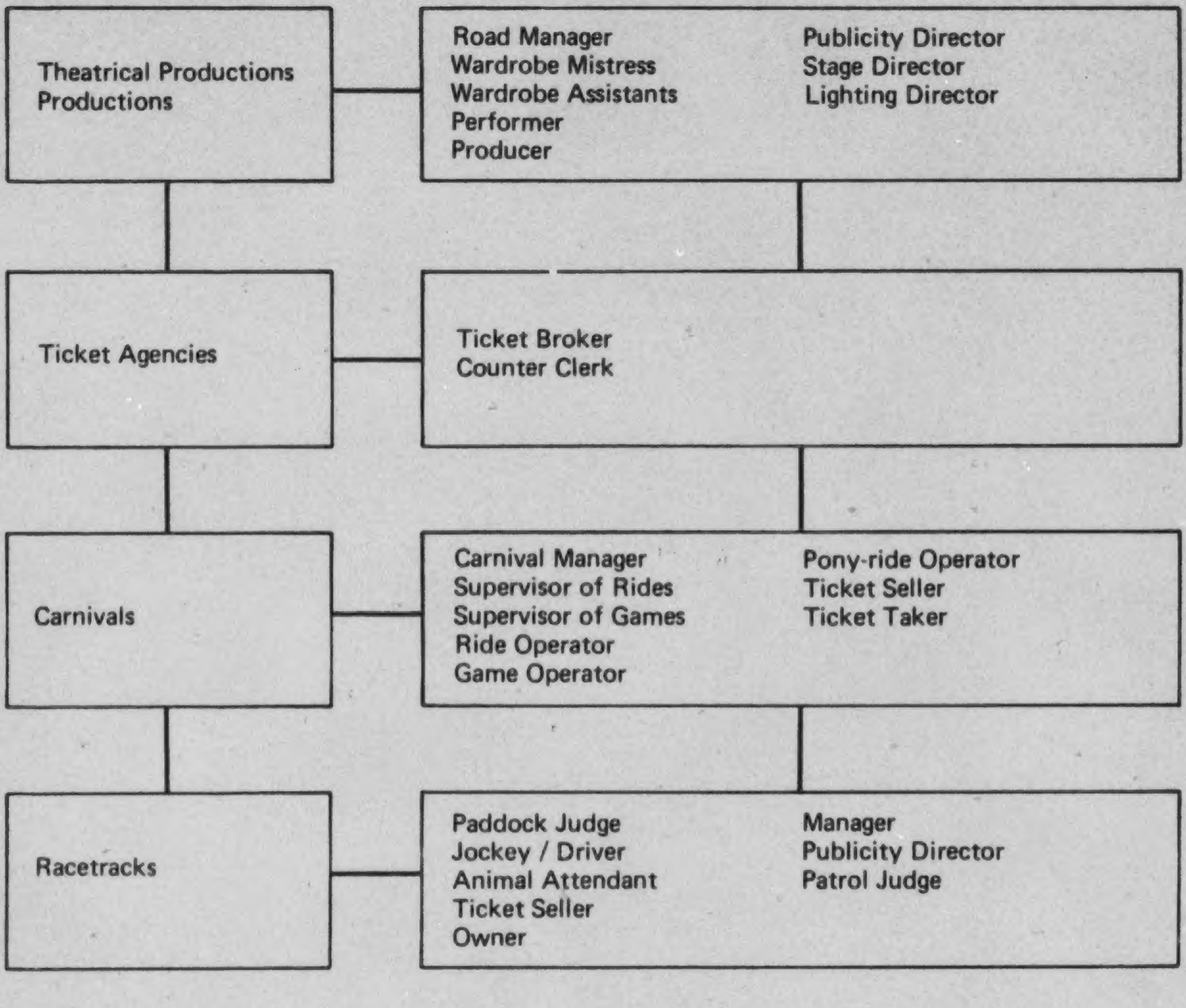
SPORTS

This subcluster includes the activities involved in professional sports. The occupations include professional athletes, referees, activities involved in the management and operation of sports centers such as stadium managers, professional sports scouts, ticket sellers and team managers. Industries include professional sports teams and sports stadiums.


Professional Athletic Team
Owner
Publicity Director
General Manager
Athlete Manager
Coach
Athlete
Umpire / Referee
Bat Person
Sports Centers, Stadiums
Owner
Manager
Publicity Director
Ticket Sales Director
Ticket Seller
Usher

ENTERTAINMENT SERVICES

This subcluster includes those establishments and occupations involved in the management, promotion, and operation of entertainment. Movie theaters, circuses, amusement parks, dance companies playhouses and booking agencies are examples of establishments in this subcluster. Occupations in this subcluster range from theater managers, to circus performers to ushers.



Theatrical Productions Productions

Road Manager
Wardrobe Mistress
Wardrobe Assistants
Performer
Producer
Publicity Director
Stage Director
Lighting Director

Ticket Agencies

Ticket Broker
Counter Clerk

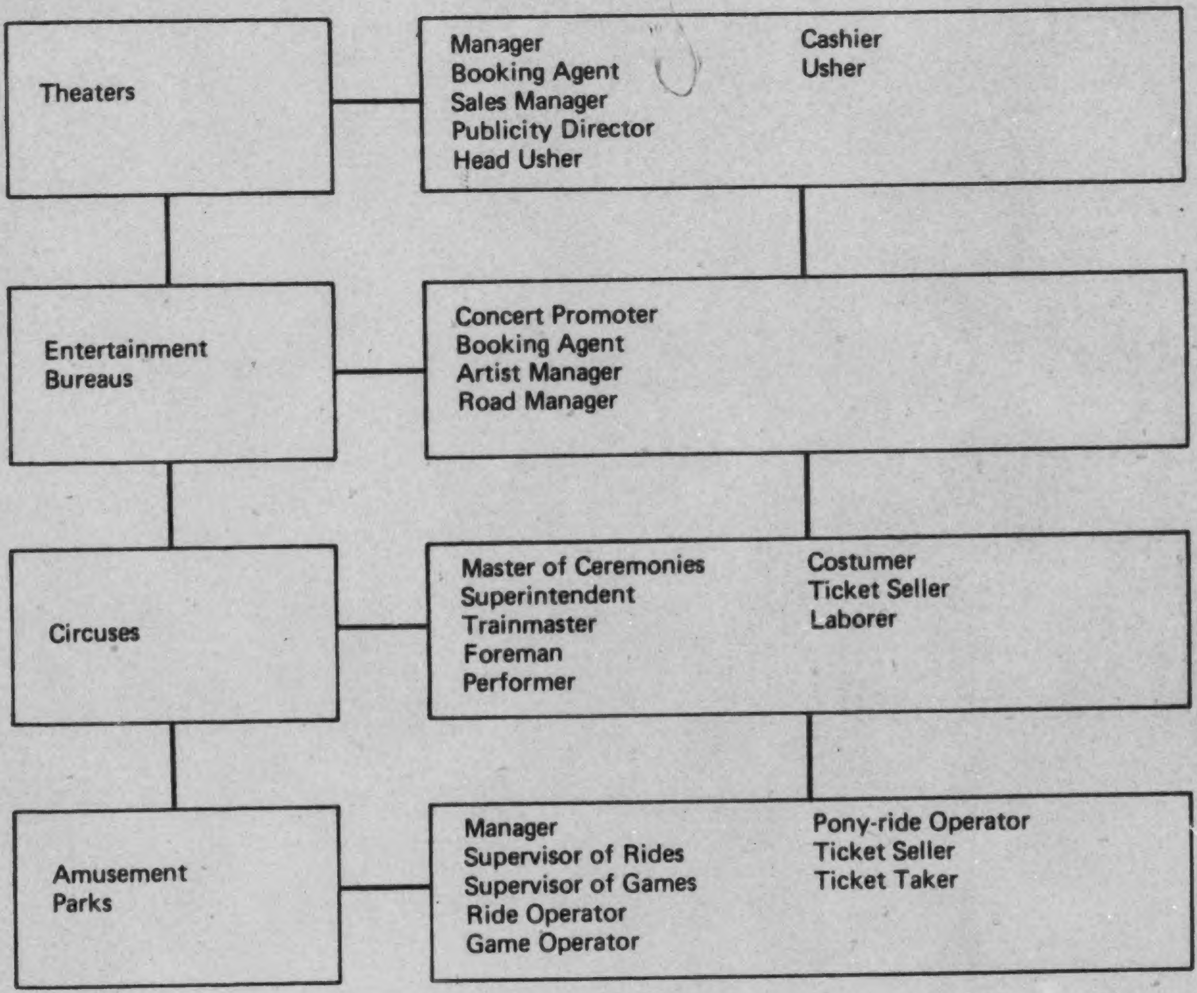
Carnivals

Carnival Manager
Supervisor of Rides
Supervisor of Games
Ride Operator
Game Operator
Pony-ride Operator
Ticket Seller
Ticket Taker

Racetracks

Paddock Judge
Jockey / Driver
Animal Attendant
Ticket Seller
Owner
Manager
Publicity Director
Patrol Judge

ENTERTAINMENT SERVICES



Theaters	Manager Booking Agent Sales Manager Publicity Director Head Usher Cashier Usher
Entertainment Bureaus	Concert Promoter Booking Agent Artist Manager Road Manager
Circuses	Master of Ceremonies Superintendent Trainmaster Foreman Performer Costumer Ticket Seller Laborer
Amusement Parks	Manager Supervisor of Rides Supervisor of Games Ride Operator Game Operator Pony-ride Operator Ticket Seller Ticket Taker

ENTERTAINMENT SERVICES

Ballet Company	Producer Publicity Director Stage Director Lighting Director Road Manager	Wardrobe Mistress Wardrobe Assistants Dancers
Night Clubs	Owner Manager Booking Agent Maitre d' Hotel Host / Hostess	Doorman Performers
Rodeos	Manager Performers Animal Keeper Head Animal Person Ticket Seller	Ticket Taker
Movie Theaters	Manager Booking Agent Sales Manager Motion Picture Projectionist Head Usher	Cashier Usher

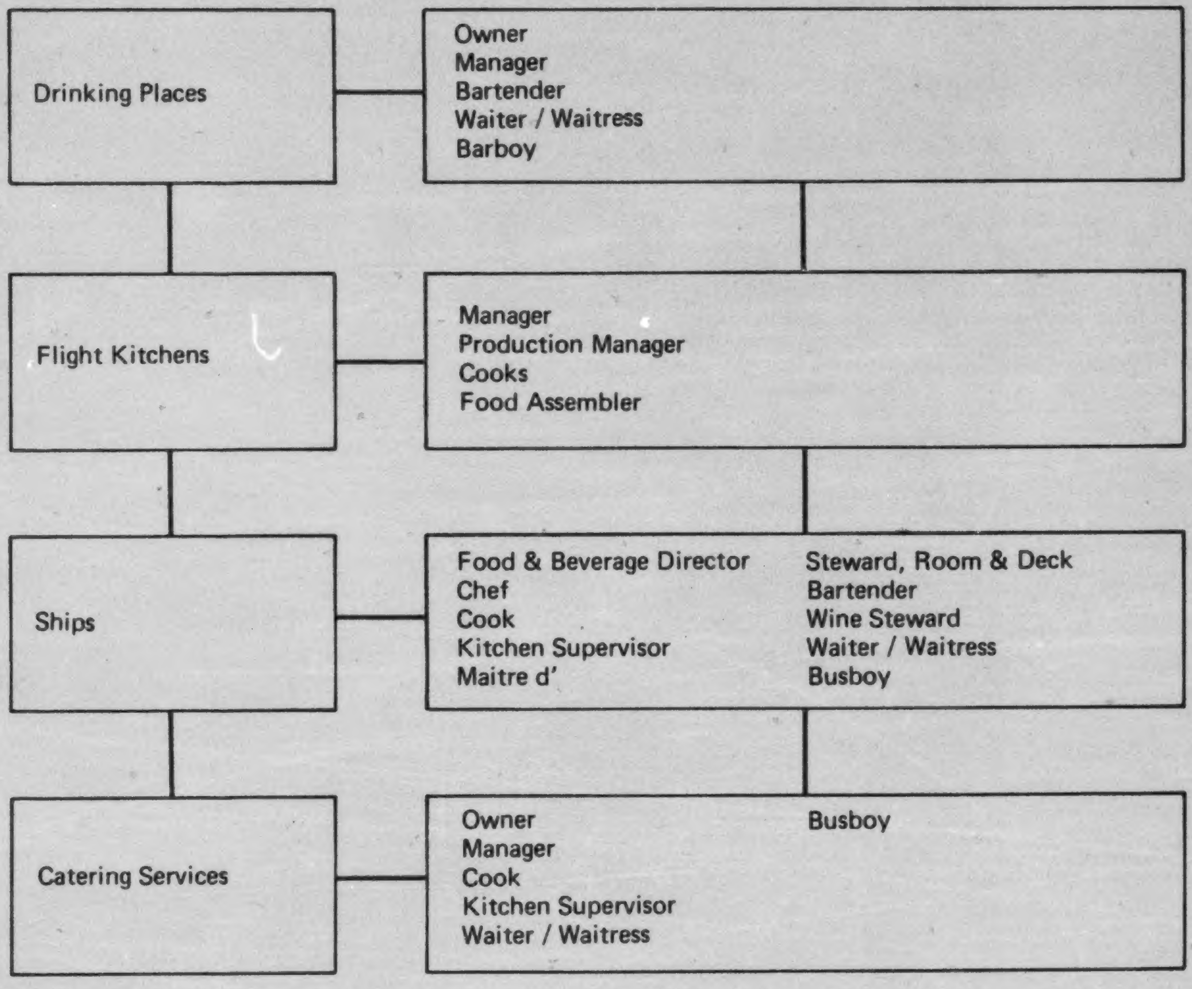
CULTURAL SERVICES

This subcluster includes those occupations involved in the management, services and operation of cultural institutions such as libraries, museums and zoos. Occupations in this subcluster include library director, archivist, tour guide and ticket seller.

Museums	Director Education Director Tour Guide Attendant Curator Archivist Public Relations Director Restorer
Zoos and Aquariums	Director Publicity Director Head Animal Person Animal Handler Tour Guide Attendant
Libraries	Director Librarian Library Technical Assistant Desk Clerk
Historical Sites	Director Public Relations Director Tour Guide Attendant Program Director

FOOD AND BEVERAGE SERVICES

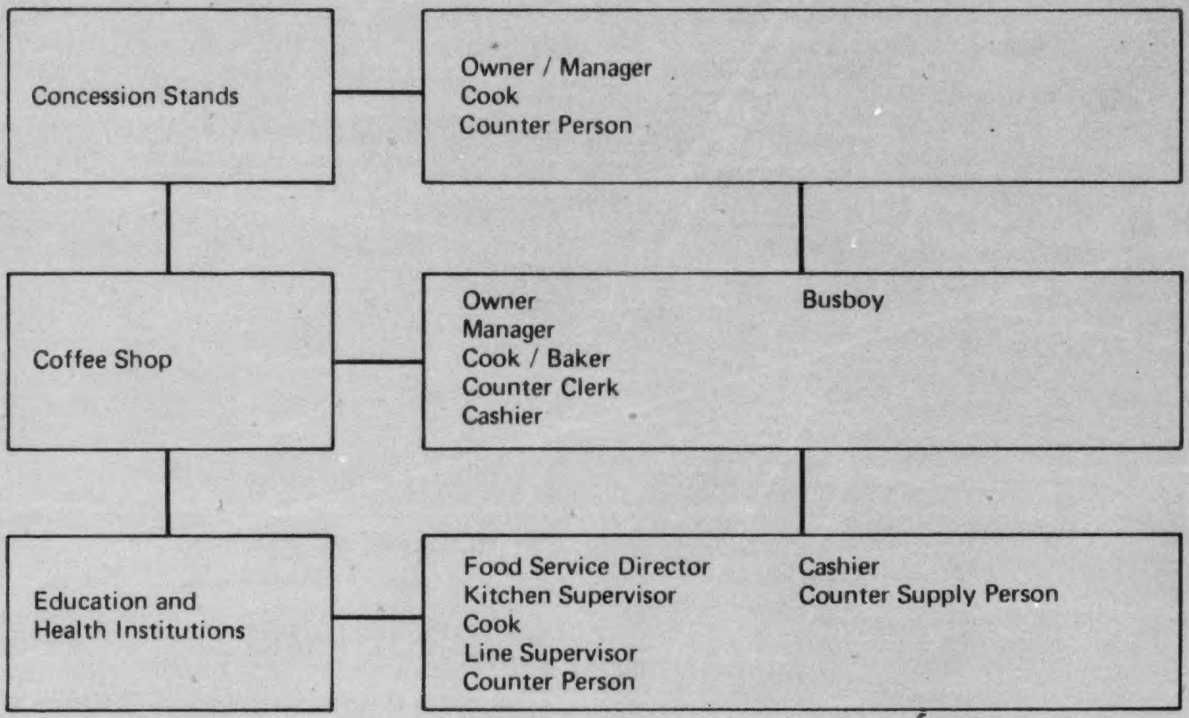
People employed in this subcluster: are involved in food preparation, food service and food establishment management and operation. These occupations are found in a wide variety of industries including restaurants, school cafeterias, snack bars, catering service and airline food commissaries. Occupations in this subcluster include restaurant manager, chef, waiter, waitress and food and beverage managers.


Drinking Places
Owner
Manager
Bartender
Waiter / Waitress
Barboy
Flight Kitchens
Manager
Production Manager
Cooks
Food Assembler
Ships
Food & Beverage Director
Chef
Cook
Kitchen Supervisor
Maitre d'
Steward, Room & Deck
Bartender
Wine Steward
Waiter / Waitress
Busboy
Catering Services
Owner
Manager
Cook
Kitchen Supervisor
Waiter / Waitress
Busboy

FOOD AND BEVERAGE SERVICES

Food Processing Services	Owner Production Supervisor Cook Food Assembler Route Representatives Lunch Truck Driver
Cafeterias	Owner Manager Kitchen Supervisor Cooks Line Supervisor Counter Person Cashier Counter Supply Person
Restaurants	Owner Manager Executive Chef Chef Cook Kitchen Supervisor Food Controller Kitchen Helper Maitre d' Hostess Bartender Wine Steward Waiter / Waitress Cashier Busboy
Hotels and Motels	Director of Food & Beverages Function Manager Restaurant Manager Chef / Cook Kitchen Supervisor Food Controller Maitre d' Bartender Waiter / Waitress Cashier Busboy

FOOD AND BEVERAGE SERVICES


Concession Stands
Owner / Manager
Cook
Counter Person
Coffee Shop
Owner
Manager
Cook / Baker
Counter Clerk
Cashier
Busboy
Education and Health Institutions
Food Service Director
Kitchen Supervisor
Cook
Line Supervisor
Counter Person
Cashier
Counter Supply Person

FIELD-TEST SUMMARY

Field testing in actual classrooms is an important phase in the development of viable and effective curriculum materials. The original version of these materials was field-tested in five classes in three states during 1975-1976. Each class covered two of the four components included in the Occupational Preparation curriculum. The Lodging and Travel Services components were taught in three classes, and Recreation and Sports, Entertainment, and Cultural Services were taught in two others.

The curriculum was field-tested with heterogeneous tenth, eleventh and twelfth grade classes. All the schools absorbed the Hospitality and Recreation materials into existing instructional programs. The curriculum components were tested by teachers whose major teaching responsibilities were in English, Distributive Education, and Hotel/Motel Services.

The Field test indicated that:

- On the whole, the materials were both usable and appealing to teachers and students.
- Students were adequately prepared in occupational skills as indicated in performance measures and teacher observations.
- Students were provided with continuing education about hospitality and recreation occupations, as indicated in performance measures and teacher observations.
- Students obtained skills which would enable them to procure employment in a least one work environment of hospitality and recreation, as indicated by teacher observations.
- Students learned productively from their experiences in the community. Teachers organized field trips, arranged for outside speakers, and coordinated independent projects in which students worked on community projects.
- The components can be delivered effectively in the following combinations: Lodging and Travel; and Recreation and Sports, Entertainment, and Cultural Services.
- Teachers were especially enthusiastic about student-centered, active, participatory learning activities which embellished their own repertoire of teaching techniques.

A special feature of the field test included the participation of the field-test teachers in a National Conference on Career Education in Hospitality and Recreation. During this conference, teachers became familiar with the curriculum materials and methods for using them. This experience assisted teachers in applying the materials in their own classroom settings. Further assistance to teachers was provided by project staff during regular visits.

Revisions to the original materials were based upon the recommendations of field-test teachers and on classroom observations made by project staff. Information for improving the materials was obtained from teachers' records of what they actually did in class and how they and students reacted to the activities. In addition, project staff visited each school monthly over the five-month period of the field test, observed the curriculum in action, and discussed progress with the teachers.

The key revisions resulting from the field test include:

- improved format of presentation;
- increased attention to the presence of females and minorities represented in the materials;
- specific refinements of individual activities;
- increased variation in the kinds of skill preparation activities.

Credit for stimulating improvements in the curriculum materials belongs to the field-test participants. The authors wish to thank them for their cooperation, enthusiasm, hard work, and recommendations.

Field Test Participants

Lodging and Travel Services

Rockland High School
A. Scott Mackinley, Principal
Rockland, Massachusetts
William Cronin, Teacher

Park High School
Edward B. Thompson, Principal
Birmingham, Alabama
Cora Barnett, Teacher

Jefferson High School
Paul Phillips, Principal
Edgewater, Colorado
Brent Davies, Teacher

Recreation and Sports, Entertainment and Cultural Services

Rockland High School
A. Scott Mackinley, Principal
Rockland, Massachusetts
Robert Brickley, Teacher

Wheat Ridge High Sshool
Dr. George Lauterbach, Principal
Wheat Ridge, Colorado
Joan Muir, Teacher

GLOSSARY

Adaptive Recreation: Activities modified for special needs population.

Advancement: Increase in salary, responsibility and/or status.

Aquarium: Public facility for exhibiting aquatic animals and plants.

Avocation: A hobby; an activity engaged in usually for enjoyment in addition to one's regular work.

Barker: Employee who stands at an entrance to a show and solicits customers with loud and colorful talk.

Bell Captain: Supervisor of the bellmen in a lodging facility.

Bellmen: Hotel employees who handle baggage of guests and may arrange for parking cars.

Block: A number of rooms reserved for one group.

Booking Agent: Person, usually an entrepreneur, who arranges performances for the entertainer and the entertainment facility.

Capacity: Number of people a facility can accommodate.

Career: Progression of occupations; work history; the totality of work that one does during the course of a lifetime.

Career Path: Series of occupations or educational experiences which contribute to the achievement of a career goal; work history.

Case Study: Fictional example of a problem used to teach decision-making and analysis skills.

Chain: A number of similar facilities, e.g., restaurants, hotels, owned and operated by one individual or corporation.

Check in: Upon arrival at the lodging facility, to sign a register, receive keys, etc.

Check out: Upon leaving a lodging facility, to return keys and arrange for payment of the bill.

Check-out time: In most hotels, late morning or early afternoon time by which guests who do not have reservations for the coming night must vacate their rooms.

Client: Customer (individual or business).

Clientele: A body of customers; often used in describing general characteristics of customers of a particular agency.

Cluster: Grouping of related occupations, for example, the Hospitality and Recreation Cluster.

Commission: Percentage of sale paid to a salesperson as compensation, usually figured as a percent of gross sales.

Communication Skills: Skills involved in giving or getting information: listening, asking questions, speaking, writing, etc.

Competition: Actions of businesses to attract the business of the consumer to their own establishment rather than to others providing similar products and services.

Confirmation: Statement, written or verbal, that the lodging facility will reserve a room for the traveler.

Conservator: Museum employee responsible for preserving and maintaining exhibits.

Consumer: Individual or business which buys and uses goods and/or services.

Consumer-oriented: Used to describe business establishments and employees which seek to please/satisfy the needs of the consumer.

Convention: A gathering of a large number of people who have a common interest; it implies people coming from some distance.

Corporation: A form of business ownership where owner liability is limited to the amount of investment. A corporation is a legal "person" under state law.

Curator: Administrator of museum, library, etc., with general responsibility for the collection.

Currency: Any form of money in actual use.

Democratic Leader: One who organizes group to arrive at its own decisions and determines its own purposes.

Directive Leader: One who gives orders and makes decisions for others.

Docent: A museum guide.

Double Occupancy: Room occupancy by two persons (Single occupancy–by one person).

Draft: Selection of new players by professional sports teams.

Entrepreneur: A person who organizes, manages and assumes the risk of a business venture.

Entry-level: Jobs for which minimal training or no specific training is necessary.

Expenses: Money paid for operating a business (for example, salaries, electricity, office supplies).

Facility: A place for a certain group activity; it may include buildings and/or grounds.

Folio: Form used in hotels to keep track of guest's debts, including room, meals, phone calls, etc. "To post" a charge to the folio means to record an individual charge on the form.

Franchise: The license sold to an organization or individual to operate a business using a certain name, selling certain products.

Fringe Benefits: Compensation in addition to salary which is given to an employee in non-monetary form, for example, vacation and sick-leave.

Front Office: A term which describes the procedures involved in the sale of guest rooms, as well as the actual front desk.

Gratis: Free

Gross Profit: Amount of money earned after subtracting cost of goods or services sold from sales.

Gross Receipts: Amount of money taken in by a business.

GTD: An abbreviation for guaranteed reservation, used for example, when a company promises to pay its employee's bill even if he/she does not arrive.

Hotel: A place providing lodging and usually meals for the public.

Houseman: Hotel employee responsible for heavier work in the housekeeping department.

Incentive: A reward to encourage action or performance, e.g., a raise in salary.

Interpersonal: Between or among people; usually refers to skills in dealing with other people.

Itinerary: Schedule and routing of a trip.

Job: An individual or specific work experience. Compare *occupation*, a work function or work role that can be performed in a number of different settings.

Job Analysis: Breakdown of a job into discrete tasks.

Job Description: Tasks performed and skills required for an occupation; what the worker actually does.

Job Requirements: Qualifications needed to do a particular job.

Job Satisfaction: Employee's liking for a job.

Laissez Faire Leader: One who gives freedom to a group to solve its problems and make its decisions; is nondirective.

Land: Transportation other than air, e.g., rail, bus, car, etc.

Lateral Mobility: Movement from one occupation to a similar occupation in the same or different industry without increase in responsibility.

Legitimate Theatre: Drama performed on a stage, generally of "higher" quality than vaudeville, burlesque, etc.

Leisure Time: Time not spent in work or compulsory activity, free.

Life Style: Aspects of a person's life which reflect personal choices, preferences and characteristics.

Lodging Facility: A place (house, hotel, resort, etc.) where numbers of people may rent sleeping accommodations.

Management Responsibility: Organizing people, money and things to accomplish a purpose or achieve a goal.

"Mom & Pop" Operation: A business owned and operated by a family.

Motel: Motor inn.

Negotiate: Discuss with other individuals in order to come to fair terms of a deal.

Net Profit: Amount of money remaining after cost of goods or services sold and expenses have been paid.

O.A.G.: Abbreviation for the Official Airline Guide.

Occupation: An activity that serves as one's regular source of livelihood; a work function or role that can be performed by an individual in a number of different settings. Compare *job*, a specific work experience.

Package Plan: An arranged vacation which may include travel, lodging, meals and entertainment bought as a unit by the traveler.

Partnership: Form of business ownership that involves two or more people in business together.

Permissive Leader: See Lassez-faire leader.

Personnel: Employees of a business or institution.

Policy: A guiding procedure or general rule which management uses to make its plans and decisions. For example, some companies have a policy of promoting from within, i.e., they will promote their own employees rather than hiring someone new.

Profile: Description of a person or facility.

Promoter: Employee who organizes financial and publicity aspects of an entertainment event.

Proprietorship: A form of business ownership that involves one person in business for himself.

Qualifications: Person's skills, abilities, experience, and training.

Questionnaire: A list of related questions used to research needed information.

Reservations Chart: A form used by hotel reservations chart to show which rooms have been reserved and which are vacant. "To block out" a reservations chart is to mark certain rooms as reserved for certain days.

Reservations Rack Slip: A form made out for each person making a hotel reservation; it indicates name, room, length of stay, etc.

Resume: A summary of an individual's experience and education usually used in describing job applicant to potential employer.

Role-play: To act out the position or occupation of another, usually fictitious, individual.

Room Service: Delivery of food and beverages to the guest's room by hotel staff.

Sales Costs: Cost of selling goods or services, including salaries, cost of facility, supplies.

Scout: An employee who discovers and recruits persons with talent in sports or entertainment.

Self-Assessment: Analysis of one's own strengths and weaknesses, abilities and interests.

Service: 1. Assistance provided to the customer; attitude of help. 2. An intangible product, e.g., housecleaning, delivery, haircutting.

Skills: Everything a person knows how to do.

Suite: Hotel accommodations including at least a bedroom, bathroom and parlor.

TA: An abbreviation for travel agent.

Tariff: Schedule of fare information.

Task: Component of a job, e.g., writing out receipts.

Therapeutic Recreation: Activities designed to support therapy for special needs population.

Trade Publications: Magazines, journals, etc., designed to provide relevant information to people working in a particular field.

Trainee: Person who is learning responsibilities of an occupation.

Trainer: One who coaches athletes or show animals in skills.

Transaction: A trade or a deal.

Transient: A short-term guest.

Travel Agency: Organization which makes travel arrangements for the consumer.

Upward Mobility: Movement from one job to another involving increased responsibility and pay; ability or desire to rise in position or status.

VIP: An abbreviation for Very Important Person.

Vocation: One's regular occupation or profession; the occupation, profession or employment that one has *chosen* to do.

Voucher: a) A signed document which serves as proof that the terms of a contract have been met: often provided to traveler as confirmation of reservations. b) In lodging facilities, the form on which hotel departments mark charges to be sent to the front office.

Work: Exertion or effort aimed at producing benefits for oneself or for oneself and others. Includes both unpaid activities and paid employment.

Work Environment: Industry; general category of work settings within a cluster, e.g., within Hospitality and Recreation: Lodging, Travel, Sports, Cultural Services, Entertainment, Food and Beverage, are industries or work environments. Also, the location or setting in which a job is performed.

Working Conditions: Factors in a job which affect the employee, such as hours, location, contact with other employees.

RESOURCES AND REFERENCES

Literature on Occupational Preparation

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Cobb, M.C. *Get That Job*. New York: Cowles Book Co., Inc. Book helps student assess qualifications and discusses role of personality in success. Includes practical guidelines for the interview and application.

"18 Almanac." Approach 13-30 Corporation. A handbook for students leaving high school that contains humorous cartoon series entitled "All in the Job Hunt." Practical suggestions on applying and interviewing for a job are included.

Fast, Julius. *Body Language*. New York: Pocket Books, 1970. Book shows that how you sit, stand, look at people, etc. communicates things about you.

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Kay, Evelyn, R. *Directory of Post-Secondary Schools With Occupational Programs*. Washington, D.C.: National Center for Educational Statistics, 1973. Comprehensive listing of postsecondary schools and institutions offering career-related program. (Does not include institutions which grant bachelor's degrees.)

Keefe, John. *The Teenager and the Interview*. New York: Richard Rosen Press, 1971. This book provides information about interviews teenagers will be involved in. Valuable information on applications and techniques of applying for a job is also included.

Lovejoy, Clarence E. *Lovejoy's Career and Vocational School Guide*. New York: Simon and Schuster, 1973. Guide to schools and colleges, classified by type of occupational training offered.

"Preparing For An Interview." New York: J.C. Penney Co., Inc. (Free loan available from local J.C. Penney). Filmstrip-cassette kit designed to help student prepare for job interview.

Rich, James R. "Getting the Right Job." Columbus, Ohio: Ohio Distributive Education Materials Laboratory, 1969. Teaching unit on how to get a job. Includes exercises in which students obtain training in letters of application, resumes, applications, and interviews. Contains transparency originals from which duplicator masters can be made.

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Resource Organizations

American Hotel and Motel Association
888 Seventh Avenue
New York, New York 10019

The Educational Institute of American Hotel & Motel Association
1407 South Harrison Road
East Lansing, Michigan 48823

American Motor Hotel Association
1025 Vermont Ave., N.W.
Washington, D.C. 20005

Hotel-Motel Greeters International
166 East Superior Street, Suite 501
Chicago, Illinois 60611

Hotel Sales Management Association
55 East 43rd Street
New York, New York 10017

National Association of Hotel-Motel Accountants
Essex House, 100 Central Park South
New York, New York, 10019

National Executive Housekeepers Association
Business and Professional Building
Second Avenue
Gallipolis, Ohio 45631

National Institute of Foodservice Industry
120 South Riverside Plaza
Chicago, Illinois 60606

National Restaurant Association
1530 North Lake Shore Drive
Chicago, Illinois 60610

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Resource Organizations

American Sightseeing International
1270 Avenue of the Americas
New York, New York 10020

American Society of Travel Agents
360 Lexington Avenue
New York, New York 10017

Air Traffic Conference of America
1709 N.Y. Avenue, NW
Washington, D.C. 20006

Association of Group Travel Executives
c/o WDI, Mundy, Ind.
Empire State Building, Suite 540
New York, New York 10001

National Tourism Resources Review Commission
2001 Wisconsin Avenue, N.W.
Washington, D.C. 20007

Organization of American States
Division of Tourism Development
1725 Eye Street, N.W., Suite 301
Washington, D.C. 20006

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Resource Organizations

American Association of Conservators and Restorers
1250 East Ridgewood Avenue
Ridgewood, New York 17450

American Association for Health, Physical Education, and Recreation
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

American Society of Landscape Architects, Inc.
2050 K Street, N.W.
Washington, D.C. 20006

International Recreation Association, Inc.
345 East 46th Street
New York, New York 10017

National Association of State Outdoor Recreation
6425 South Pennsylvania, Suite 11
Lansing, Michigan 48910

National Recreation and Park Association
1601 North Kent Street
Arlington, Virginia 22209

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Resource Organizations

American Association of College Baseball Coaches
123 Assembly Hall
Champaign, Illinois 61820

American Association of Museums
2233 Wisconsin Avenue NW
Washington, D.C.

American Association of School Librarians
50 East Huron Street
Chicago, Illinois 60611

American Association of Zoological Parks and Aquariums
Oglebay Park
Wheeling, West Virginia 26003

Archives of American Art
41 East Sixty-Fifth Street
New York, New York 10021

The Athletic Institute
805 Merchandise Mart
Chicago, Illinois 60654

Club Managers Association of America
1030 Fifteenth Street, N.W.
Washington, D.C. 20005

Institute for Study of Sport and Society
Hales Gymnasium
Oberlin, Ohio 44074

International Association of Amusement Parks and Attractions
1125 Lake Street Building
Oak Park, Illinois 60301

National Academy of Sports
220 East 63rd Street
New York, New York 10021

National Art Museum of Sport
Madison Square Garden Center
Gallery of Art, Pennsylvania Plaza
New York, New York 10001

National Association of Theater Owners
1501 Broadway
New York, New York 10023

National Entertainment Conference
Post Office Box 11489
Columbia, South Carolina 29211

National Trust for Historic Preservation
740 Jackson Street, N.W.
Washington, D.C. 20006

Lodging Services

LODGING SERVICES

TEACHER RESOURCE INFORMATION

The information presented here represents the framework which should be understood by students preparing for careers in lodging. This outline presents an overview of the industry, its size, range of services, important economic and social factors, and relationship to other industries, characteristics of consumers, and a description of the work environment and career opportunities. This information may be used as material for a presentation or lecture to orient students to the field before they begin the occupational preparation activities or as background information during the activities.

NATURE OF THE INDUSTRY

Overview

- Hotels and motels (or motor inns) provide a wide range of lodging services to their customers, including: sleeping and bathing facilities; food and beverage services; valet service; limousine service; maid and room services; bell service; convention services—meeting rooms with audio-visual equipment and operators; ballrooms; banquet services—eating rooms with large seating capacity; entertainment; recreation services—swimming pools, saunas, exercise equipment, tennis, golf, skiing, and sightseeing information; a wide variety of shops, including barber and beauty shops, gift shops, tobacco shops, newsstand, flower shops, and sometimes clothing shops. Motels and hotels compete with each other in terms of the type and amount of services provided, the attractiveness and comfort of their particular facilities, the advantages of their location, and, of course, the quality of service.
- There are over 22,000 hotels providing 1.2 million guest rooms and 45,000 motels or motor inns also providing 1.2 million guest rooms. Total annual receipts for hotels, motels, and motor inns are approximately $7.2 billion (1973). They range as follows:

  70% of the establishments—fewer than 100 rooms
  24% of the establishments—100 to 300 rooms
  6% of the establishments—over 300 rooms

  The picture is not static. Old hotels are being replaced by new motels. A small number of large hotels or hotel and motel chains have a disproportionate share (25%) of the lodging business.
- The largest hotel facility in the world is Peachtree Plaza in Atlanta, Ga., with 1100 rooms and a vast array of services.
- In 1973, there were 800,000 employees with earnings of $4.8 billion. Many workers were employed by motels and motor inns, which have increased rapidly in size and number in the last thirty years.
- The number of motels and motor inns increased from 25,900 (304,000 rooms) in 1948 to 44,500 (1.2 million rooms) in 1966. The total number of hotels, however, has declined from 29,203 hotels in 1955 to 22,100 hotels in 1966. Obviously hotels are being replaced by modern motor inns (motels). Motels offer a greater return on investment (profit) than do hotels—an obvious incentive for the businessperson to invest in them.
- *Conventions* are a major source of business for many large hotels and large motels. *Business meetings* also account for a substantial percentage of hotel/motel business. Some large hotels and motels realize approximately 90% of their revenue from conventions and business meetings. In fact, lodging facilities in certain cities are well known as convention and business meeting centers: these include New York, Las Vegas, Atlantic City, Atlanta, Houston, and Chicago.
- Many chains and airlines (Pan Am, TWA, etc.) have, in the past twenty years, entered a new aspect of international business by buying land and building hotel and motel facilities abroad.

Economic and Social Factors

- The lodging industry is highly sensitive to changes in the economy. For people traveling for pleasure, rather than business, expenditures on lodging are discretionary; they can choose not to spend money on lodging (i.e., they can stay home, camp out, or visit friends.) Such discretionary spending is, of course, greatly influenced by the economy.

  A Harris poll in 1969 showed that when the "pinch is on," 43% of the respondents would cut back spending on recreation and entertainment and 28% of the respondents said they would cut back spending in travel. Decreases in recreation and travel spending result in a decrease in the amount spent on lodging services. For example, in 1929, personal income was high and the amount of income of resorts was $76,562,000;

in 1932 during the Depression, resort income declined to $22,237,000.

- Americans are highly mobile and travel both for business and pleasure. Eighty percent of the time, they travel by car, and this has in part accounted for the rapid increase in the number and popularity of roadside motels.
- There has been a shift from small, independently owned and operated hotels and motels (motels in this category sometimes are called "mom-and-pop" operations) to national chains of hotels and motels. The large chains can compete effectively in areas such as more professional management and can realize tremendous savings in operating expenses by ordering equipment, linen, furniture, foodstuffs, etc. in bulk. These savings are often passed on to the customer, placing the smaller, independent operator at a disadvantage.
- The number of employees per room is considered by some to be an index of the quality and service received by the customer. It has been decreasing steadily since World War II. Before World War II, the percentage was 1.5; today's average is .75. For some chains it is even dropping to .10.
- The reputation of a hotel or motel or the local area in which it is located, often has a lot to do with a prospective customer's selection of that hotel or motel. Consequently, hotels, motels, and even entire towns engage in vigorous and costly advertising campaigns; matchbook covers, TV, billboards, pamphlets distributed nationwide to travel agencies, transportation centers, and so forth. A substantial portion of income and employment for many cities and towns (e.g., Atlantic City, Las Vegas, Houston, Miami) comes from the dollars of tourists, convention participants or business meeting participants.
- The industry is also highly dependent on the interests of consumers. The American's desire for recreational facilities has resulted in the development at many hotels and motels of swimming pools, modest golf ranges, exercise facilities and gyms, saunas, and so forth.
- The industry has been greatly influenced by technological advances. With the advent of the railroad, many hotels were built around railroad depots. The railroads themselves owned hotels, many of which were large and grand. (The Canadian Pacific Railroad still owns and operates a few of the grand hotels in Canada.) With the decline of passenger trains, most of the hotels built around railroad depots have disappeared; those that remain suffer badly from disrepair. With the increased accessibility of air transportation to the general public, hotels and motels are being built in and around airports.

  The technological advance which most affected the industry was the invention of the automobile, currently the most frequently used form of transportation in the United States. Use of the automobile by Americans for both business and pleasure resulted in the rapid development of motels (especially after World War II) in all parts of the country.

  Technological advances in the areas of telephones, electronic equipment, and appliances have had an impact on the personal and entertainment services provided to the customer. Telephones, televisions and radios are common (and expected) in the vast majority of hotel and motel rooms. Some hotels and motels provide coffee makers in the room and special beds, which give massages. A far cry from the bed and candle provided to the nineteenth century traveler!

  Last, but certainly not least, is the central role of the computer which typically handles accounting, scheduling of housekeeping, room control information, and reservations. Computers allow travelers to make and confirm reservations well in advance. The service call is usually provided at no cost to the customer.

Relationship with Other Industries

- Like other businesses in Hospitality and Recreation, the lodging industry is dependent upon other industries for its survival. It has been mentioned above that early commercial lodging establishments grew around travel routes.

  Seeing the advantages of reduced operating expenses, competitive advantages over other organizations and increased opportunities for profit, many *travel* industries have either purchased lodging facilities or invested in existing chains. Airlines have gotten into the lodging business and are building lodging facilities in the United States and abroad.
- The lodging industry is also dependent on the *food and beverage* services industries. People need to eat, and often when they are away from home they expect better than average food. The lodging facility must either provide dining ser-

vices to its customers itself (as is usually the case) and/or must be located near good restaurants. Many large hotels in metropolitan areas and resort hotels have developed a reputation for providing an outstanding cuisine, which requires that the hotel or resort maintain a highly trained staff of chefs in addition to other employees.

- The traveler, whether he or she is traveling for business or pleasure, often expects *entertainment*. Many hotels and motels, especially those located in resort areas, provide live entertainment in their lounges. Downtown hotels in large cities advertise their proximity to entertainment centers as a major attraction.
- The close relationship among the industries described above has prompted the development of package plans, whereby the vacationer can, for a single flat rate, purchase travel to his vacation site, lodging, meals and entertainment services. Vacationers often do not have the "know-how" or the desire to do the necessary research required to put together a vacation package. Wholesale developers of package plans negotiate with travel companies (airlines, railroads, bus lines), hotels and motels, restaurants and entertainment businesses to develop package deals, which are then sold directly to the customer by a retailer, often a travel agency. The wholesaler and the retailer share in the commission. Package deals are particularly attractive to those contemplating travel abroad, since it is not always easy to get the information necessary to secure lodging, meals and entertainment in a foreign country. The packaged tour also reduces the need to obtain services in the foreign country—a task which may be complicated by a language barrier.

CONSUMER CHARACTERISTICS

Who Stays in a Hotel or Motel?

The following data are drawn from *Today's Commercial Lodging Market: Target For Opportunity*, Bureau of Business and Economic Research, Michigan State University, 1968.

- *He* is middle-aged. Nearly 57% are between 35-54 years of age.
- Only 20% are women. Women under 24 and over 70 comprise 2/3 of those women who travel.
- More than half of those who stay in a hotel or motel have at least one college degree.
- The average family income of the hotel/motel guest is close to $15,000, as compared with less than $7,000 for the general United States population.
- More than 80% are professional people or business persons.
- Nearly 75% arrive at the hotel or motel by private car.
- Nearly 65% of the guests are traveling for business or business-related purposes.
- The guest who is traveling for pleasure pays a higher average room rate ($18.00) than those traveling for other purposes.

What Does the Consumer Want?

- Each consumer expects certain basic things from a hotel or motel. Bath, television, clean linen daily, a comfortable bed, telephone service in the room, are some of the more typical services. Customers also expect staff to be pleasant and helpful.

  The American traveler also expects to pay one basic rate for a room and to receive many other services gratis, such as: television, saunas, swimming pools, local calls, and so forth. Many establishments especially resorts, include meals in the room fee, sometimes called a package plan.
- Consumer expectations vary, of course, with such factors as the reasons for the travel requiring lodging (e.g., business versus pleasure), amount of money paid for the services, previous experiences with the same hotel or motel chain, and the promises of advertising. Consumer expectations also vary with the type of hotel or motel. There are four basic types:
  - commercial (or transient)
  - resort
  - residential
  - motel-motor hotel.

  Among the 22,000 hotels, 75% are commercial, 16% are resort, 9% are residential, and there are some 45,000 motels and motor hotels. Originally, motels did not provide as wide a variety or services as did the large hotels. Recently, however, some of the larger motor inns provide such services as restaurants with a variety of menus, cocktail lounges, live entertainment, swimming pools, etc. The consumer at the resort hotel expects a wider range of services than he or she would find at a commercial or residential hotel. The resort consumer typically expects attractive landscapes and/or beaches close to the resort, a fairly wide range of sports and recreational activities, opportunities to meet and socialize with new people, a casual atmosphere, and so forth. Resort hotels are sometimes known for their outstanding cuisine and many offer lavish dishes representative of the local area.

- The increasing income of individual American families and generally reduced working hours have been followed by a growth in the popularity of travel and lodging. Americans have more free time and more money to spend. Many of them have chosen to travel. As Americans travel more and if incomes continue to increase, it is expected that: (1) the demands for more luxurious and extensive facilities will increase; and (2) there will also be development of less luxurious facilities where those interested in economizing can do so.

THE WORK ENVIRONMENT

The Internal Structure of Lodging Establishments.

- The following chart represents a partial organizational structure of a typical 100-200 room hotel.

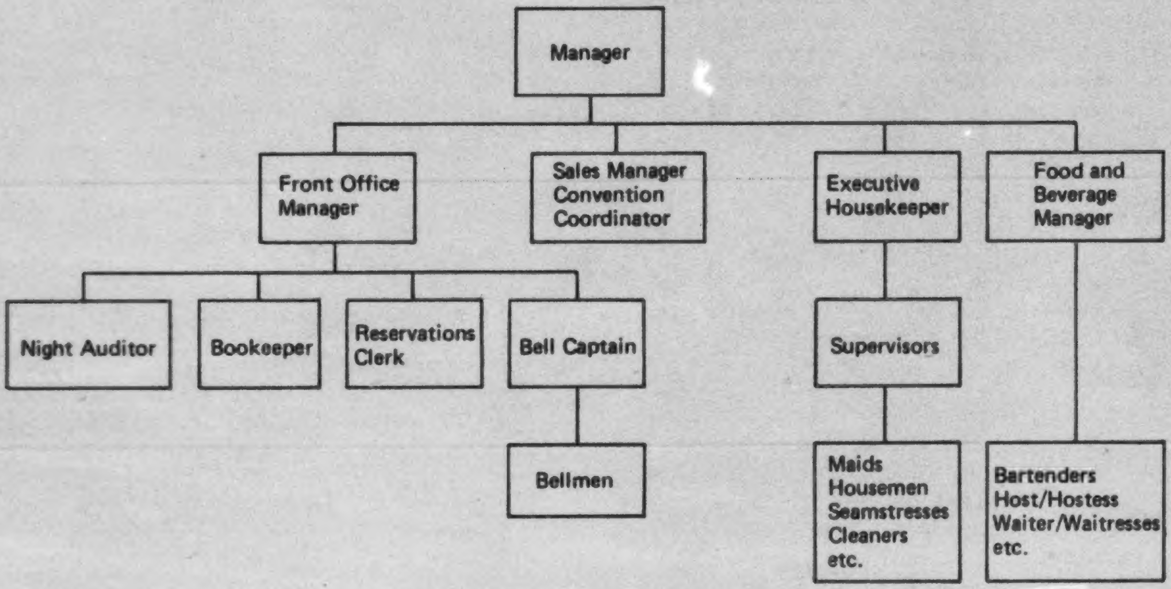
- As hotels and motels increase in size (in terms of both the number of rooms available and the range of services offered), their organizational structures become more complex. There are more different departments and job titles. Restaurant services are not usually like the rest of the motel's services.

Working Conditions

- Many hotel and motel workers work on weekends and at nights, the times when most other people are free. An urban hotel usually has three shifts: day (7:00 a.m.–3:00 p.m.); swing (3:00 p.m.–11:00 p.m.); and graveyard (11:00 p.m.–7:00 a.m.).

- Most jobs in the industry, other than managerial positions, can be worked part-time. Since the hotel or motel is open seven days a week, 24 hours a day, the experienced employee who has some seniority can sometimes select his or her own hours. One common use of part-time workers is to fill in for full-time workers on their days off.

- *Due to the minimal skills required (and no experience required) for several of the entry-level jobs in the industry, high school students can often get such jobs part-time. The general availability of these jobs to high school students is, of course,*


Manager
Front Office Manager
Sales Manager Convention Coordinator
Executive Housekeeper
Food and Beverage Manager
Night Auditor
Bookeeper
Reservations Clerk
Bell Captain
Supervisors
Bellmen
Maids
Housemen
Seamstresses
Cleaners
etc.
Bartenders
Host/Hostess
Waiter/Waitresses
etc.

dependent on the economy in the local area. If there is much competition from adults for some of these entry-level jobs, the high school student's chances are reduced.

- Many vacation hotels and resorts provide only seasonal work for some employees. Recently, however, efforts are being made by many resorts to attract customers during the off-season by offering lower rates.

- Hotels fall under special wage laws, which may vary by state. Wages vary greatly for the same job, depending on hotel policy and location of the hotel or motel. In 1967, a maid in Atlantic City earned $.83/hour; a maid in San Francisco was paid $1.90. Managers are comparatively well paid. In a few of the major hotels, salary can exceed $50,000.00. Some hotel employees supplement their wages with tips. In addition, resort hotels may provide lodging and meals for employees. Hotels tend either to charge employees for rooms or pay lower hourly rates in return for lodging provided.

- Many occupations are unionized. The major union is the Hotel and Restaurant Employees and Bartenders Union.

- Attention to *safety* is a constant requirement for hotel employees. There have been many serious fires, some taking many lives, often caused by careless disposal of cigarettes and matches in hotels and motels. There are state laws which require fire prevention procedures in hotels and motels, and the American Hotel and Motel Association publishes bulletins on fire prevention. Fire retardant and non-combustible materials are being used more frequently in hotel rooms. Accidents to employees typically occur in the following areas: lifting, slipping, falling from power tools and boilers, etc. Some hotels and motels are now training their employees on safety tips in an effort to reduce accidents.

- Hotels and their employees have to deal with a variety of special problems. A common problem is the intoxicated guest who can be a hazard to the hotel and to other guests (especially if he or she smokes). Another problem is damage to hotel property by the guest, who has often departed by the time the damage is discovered. Theft, both by guests and by others not staying in the hotel, is an ever-increasing problem. This raises a special problem for the management in that substantial theft or other crimes (e.g., assault of guests) can result in damaging the hotel's reputation and reducing people's desire to return for another visit. Some hotels and motels have established security departments; while this provides some protection, it is impossible for the hotel to employ enough security personnel to protect all guests at all times.

CAREER OPPORTUNITIES

Getting a Job

- Employers hire directly for front desk, houseman, bellman, maid, room service, night auditor and doorman positions. For many of these jobs, the employer will provide on-the-job training. Employers hire through employment agencies or newspaper ads for housekeeper, reservations clerk (secretarial skills) and managerial positions. There are special employment agencies that handle only hotel-restaurant employment.

- Employers look for an employee who represents the image of the hotel. Qualifications include:

  politeness
  ability to communicate
  good grooming
  positive work attitude
  experience and/or training

  The hotel industry has a large turnover in employment. When looking for a job, other than a managerial position, the job-seeker should fill out an application, even if there are no jobs currently available. An opening may develop in a short time.

Career Mobility

- Managerial positions usually require education in hotel management, working experience, a sense of responsibility, and the ability to conduct one's self well under difficult circumstances.

- Lower managerial positions, e.g., front desk manager and housekeeping floor supervisor, all require working experience and a degree of "maturity."

- A possible career path includes becoming an entrepreneur (owner) of one's own hotel. Many small hotels are privately owned.

SUGGESTED STUDENT ACTIVITIES

1. Have students read the Resource Information–The History of the Hotel in the United States.

   Investigating the history of a lodging facility in the area would be a useful research project for students. Changes in the building, in the numbers of patrons, and in the services provided might be found in local tax records or through local historical societies.

2. Students can be assigned to visit various travel agencies to collect brochures and pamphlets on hotels and motels in the United States and abroad. They can interview a travel agent to find out primarily how he/she goes about assisting a client in selecting a hotel or motel; what the important criteria are for him or her and what the important criteria are for the client. When students return to class, they should compare notes on the interviews and analyze the pamphlets and brochures in terms of cost, location, services emphasized, to whom that particular type of establishment might appeal, and so forth.

3. Students can make a series of visits to lodging businesses. Hotels and motels selected for the visits should represent as wide a variety as possible in terms of size, location, ownership patterns, and type of services provided. Possible foci for the visits include:

   - Descriptions of general services provided: lodging, restaurant, shops, newsstands, vending machines, and so forth.
   - Ownership pattern (franchise, corporation, single ownership).
   - Cost of rooms.
   - Type of special services provided in individual rooms: color television, radio, stationery, shower caps, disposable slippers, Bibles, telephone, etc.
   - Assessment of the aesthetic appeal of the hotel or motel in the following areas:

     architecture and grounds

     public areas (lobby, shops, restaurants, etc.)

     rooms–variety in color patterns, attractiveness of furniture and rooms' set-up

     cleanliness, neatness, state of repair.
   - Description of the clientele in terms of age, sex, income, occupation and purpose of visit.

   In order to acquire some of this information, students will need to interview managers, their assistants and the heads of various departments. Interview guides should be prepared by students before the interviews.

   The information students can gather will vary according to the number of facilities in the area and the amount of time managers can give to the interview. If the interviews yield enough information, students can make a brief guide to local lodging services. Comparisons of their findings with national hotel guides, Chamber of Commerce listings, local brochures and newspaper advertisements can be made. These resources may highlight certain facilities or services not noted in the student guide.

4. Define for the class the following: chain, corporation, franchise, single ownership. Divide the class into small groups and have them discuss the relative advantages and disadvantages of the various forms. Have one student in each group take notes. After the discussion reconvene the class and compare each group's results.

5. Businesses in the field of hospitality and recreation are highly interdependent. Divide students into groups of three to five students and have each group discuss what industries the lodging industry depends on. After the discussion, compare group results. Point out that transportation, lodging, food and related services are often owned by the same corporation to reduce costs and lessen competition.

6. Invite the manager or owner of a local lodging facility to visit the class. Possible topics for discussion include:

   - The type of facility he or she runs; services provided.
   - His or her career path: how he or she started; what jobs and training he or she had; what future employment plans he or she has.
   - What he or she looks for in employees and what future needs for employees are seen in the lodging business.

   This might be a good opportunity to survey the wide variety of facilities. Talking to the manager of a large hotel, the owner of a franchise, and perhaps the owner of a small guesthouse will give students an idea of the variety of career paths in lodging and the similarity of job requirements.

7. Each student should interview three to five adults who have patronized lodging facilities either in the local area or elsewhere. The objective of the interviews is to ascertain (1) what the consumer expects in terms of services when he or she checks into a

hotel or motel, (2) whether or not he or she thinks there are any significant differences between a hotel and a motel either in terms of costs or of services provided, (3) what he or she considers to be a reasonable charge for the services he or she expects, (4) what the purpose of travel usually is, and (5) what the service priorities are. For this last item, students can construct a questionnaire which lists both common and less common services and ask the interviewee to rank them in order of importance. Information needed to construct this list can be gathered from students' previous visits to hotels and motels and interviews with management and supervisory personnel. Students can then compare consumer expectations with actual services provided by motels and hotels in the local area.

8. Ask students to read the Resource Information Sheet–Hotel Law.

9. Ask students to read the Resource Information Sheet–It's a People Business.

   The lodging industry has, as does every other major industry, its own giants. These individuals tend to be known not only for the wealth they have accumulated but also for the innovations they have brought to the industry. Information sheets are provided on two such men: Conrad Hilton and Kemmons Wilson (Holiday Inns). Students should be given assignments to develop two to four page biographies of other giants in the business such as Ritz, Statler, Henderson (Sheraton), and Hitz (considered the "supersalesman" of the industry). These can be given as presentations to the class.

10. Students can make a return visit to one of the lodging facilities they surveyed. With the cooperation of the manager, they may be able to get a list of job titles, the number of people employed in each position, and union requirements for each job. If there is an organization chart available for the establishment, the student should secure a copy.

11. Students should understand that the jobs in lodging range widely in terms of education, responsibility and salary. A visit from a local college or junior college representative to talk about programs in hotel management would clarify the necessary training opportunities for the higher levels of hotel occupations. If such a visit is not possible, students might write to several colleges requesting information on hotel management programs.

UNIT I. FRONT OFFICE PROCEDURES

Teacher's Guide

OVERVIEW

STUDENT ACTIVITIES	STUDENT MATERIALS
A. At the Desk Students observe the tasks and skills of front office personnel.	For each student: Information Sheets: The Front Desk Check-in Procedures Posting to the Folio Observation Guides
B. On the Phone Students practice communication and interpersonal skills in simulated telephone conversations.	For each student: Information Sheet: Use of the Hotel Telephone Two Role Profiles (one to each student)
C. On the Spot Students practice decision-making skills in hypothetical front office situations.	For each student: Case Studies

UNIT I. FRONT OFFICE PROCEDURES

OBJECTIVES

- Students will be able to list and describe typical procedures performed by the front office in a hotel.
- Students will be able to demonstrate effective telephone skills.
- Students will be able to explain the relationship between the front office and other aspects of a hotel, including its importance to the total operation.
- Students will be able to describe typical policy issues confronted by front office.

RATIONALE

The front office is the center of hotel activity. Those who work in the front office must communicate with all guests and hotel departments and must coordinate a variety of operations. Even those who work in other departments of the hotel must communicate with the front office. Thus it is important that all students preparing for a career in lodging services understand the functions of the front office.

The basic tasks as performed in the front office include check-in/check-out of guests, posting charges to guest's bills, and holding keys and messages for guests. The front office is also the place where guests bring questions about hotel problems or operations and about the locale. Thus those who work at the front desk must understand all the operations of the hotel and be able to communicate efficiently and satisfactorily with both guests and other hotel employees. It is important that students understand, through observation and practice, the variety of skills in communication and decision-making which must be used by anyone working in the front office.

CONCEPTS

- The front office represents the "heart" or center of a hotel.
- It is important to the success of the hotel in general, and the front office in particular, that front office employees are familiar with the entire operations of the hotel.
- Front office personnel are usually the first persons a guest communicates with. Therefore, it is essential that front office employees maintain effective interpersonal skills.
- The front office interacts with many persons via telephone and must, therefore, maintain good communication skills.
- Front office procedures vary from hotel to hotel. However, general operating principles are common.

ACTIVITY A. At the Desk

Introducing the Activity

1. Explain to the class that the front office in the hotel is involved in several activities.
2. Pass out the Student Information Sheet, *The Front Desk*, to the class. Allow sufficient time for students to read, discuss and ask questions regarding the front desk.
3. Explain to the class that two major operations performed by front desk personnel are check-in and check-out procedures and posting other charges incurred by the guest to the total bill.
4. Distribute the Student Information Sheets, *Check-In Procedures and Posting to the Folio*. Allow sufficient time for students to read, discuss and ask questions about the information obtained. Ask students on the basis of these procedures, what a likely check-out procedure would be. Discussion should include:
    - checking the folio/calling other departments for unposted charges
    - making a bill
    - receiving payment
    - taking back key
    - removing rack slip.
5. Ask a representative from a cash register company to come to class to demonstrate front office equipment to the students—most hotels use this type of equipment for posting folios.

Guiding the Activity

1. With the information in the above student information sheets, students should be ready to observe a front office person in action. You (or the students) should arrange for small groups of students (no more than 6 in a group) to visit and observe front office persons. Pass out the Observation Guide to the class before the visit.

Learning More From the Activity

1. What did you observe? Each group of students writes up a summary of their observations and findings from their community trip.

2. Discussion of the experiences should include the following questions:
   - Did the clerk do any things you did not expect him/her to do?
   - What interpersonal skills appear to be important in this occupation?
   - What things could happen if front office clerk was inaccurate?
3. Following their observations and discussion, one group of students might devise a check-in/check-out procedure of their own. Others could test the effectiveness of the system by bringing up possible problems; for example, the previous occupant still in the room, morning charges not posted, or guest leaves without paying.

Points to Stress

- The front desk must be efficient and accurate in coordinating the checking in and out of guests.
- The front desk must also deal satisfactorily with a variety of guest problems.

ACTIVITY B. On The Phone

(Note: If possible, you should arrange to borrow a telephone simulator or teletrainer from the local telephone company office for this activity.)

Introducing the Activity

1. In many hotels there are telephone operators who answer outside calls and take messages for guests. However, in many cases, the front desk clerk handles such things as reservations, wake-up calls and in-coming calls.
2. Distribute and review the Student Information Sheet on "Use of Telephone."
3. Explain to the class that communication via the telephone is as important as face-to-face communication.
4. Explain that when one is speaking over the telephone, he/she must speak clearly, slowly and courteously as in any type of effective communication.

Guiding the Activity

1. Explain to students that in this activity half of the students will be playing the role of the front desk operator, and the other half will be playing the role of the "other person." Sometimes this "other person" will be the housekeeper and other times the guest. Both the front desk operator and the "other person" will be making and receiving phone calls.
2. Divide the students into pairs and have each pair decide which role each student will play.
3. Demonstrate the use of the telephone simulator or teletrainer. (If it is not possible to obtain a telephone simulator, let each group use a bell or some other signalling mechanism to signify the ring of the telephone.)
4. Distribute the "Other Person" profile to the students playing that role.
5. Distribute the instructions for the Hotel Front Office Operator and the sample forms to the students playing that role.
6. The action can now begin.
7. During the activity, circulate among pairs to listen in to the conversations. At this time, you may make suggestions for ways to handle the situation.

Learning More From the Activity

1. Choose selected pairs to demonstrate each of the telephones calls in front of the rest of the class.
2. Review forms completed by front desk operator.
3. Lead class discussion on telephone procedures in other hotels, e.g., where students are employed or have visited.

Points to Stress

- The interpersonal and communication skills involved in using the telephone are very important to the front office personnel. The telephone may be the first (or the only) contact the guest has with the hotel.
- Accurate recordkeeping about telephone conversations is crucial to the operation of the lodging facility.

ACTIVITY C. On The Spot

Introducing the Activity

1. Since the front office is the "center" of the hotel, guests usually call upon it for a variety of requests. These requests concern repairs (e.g. air-conditioning), supplies (e.g. towels), information about restaurants, etc.
2. Although many of these requests are the responsibility of other departments, the front office must

be able to respond to the request or identify the appropriate departments to which to refer the guest.

3. It is important, in responding to these requests, that the front office exercise effective interpersonal skills. That is, it would be inappropriate to merely say to the guest, "That's Housekeeping's responsibility; why are you asking me?"
4. The following series of case studies presents typical front office situations, and allows students to experiment with making typical decisions which must be made by the front office.

Guiding the Activity

1. Divide the class into groups of 4-5 students.
2. Distribute the cases to each group of students. Allow approximately twenty minutes for the students to choose responses to each situation. Explain to the class that they should be prepared to justify their selection.
3. Once students have selected the appropriate responses, review each case with the entire class.

Learning More From the Activity

1. The principles to be addressed in each of the cases are presented below:

   Janice Newark: Basic Principles. The front desk clerk offers service to the guest and is frequently called upon to assist the guest in areas that involve other departments of the hotel. The front desk clerk should attempt to accommodate the guest if possible. Suggested correct action:

   #4 Apologize for the inconvenience and tell the guest that she will have towels brought to her as soon as possible. Then either call or dispatch someone to Housekeeping to bring towels to the guest.

   Matt Stoddard: Basic Principles. It is important for the hotel to maintain good relations even with those guests that can not be accommodated. Suggested correct action:

   #3 Apologize to the customer, explain that the hotel made an error, offer to arrange for a nights' stay at a nearby hotel and pay for the customer's taxi fare to the other hotel.

   Note to Teacher: Hotel policies differ on this issue. This is a good opportunity to discuss the policies of the lodging facilities where students are employed.

   Harry Walker: Basic Principles. The front office clerk is a source of information to the guest. However, the front desk clerk especially a new one, cannot be expected to know everything about the hotel. Therefore, the clerk should attempt to accommodate the person's request from another person in the hotel. Suggested correct action:

   #3 Tell the woman that he didn't know, but will now contact someone in the hotel who will provide her with that information.

   Aga Memnon: Basic Principle. The front desk clerk must be familiar with a wide variety of options to accommodate the guest's request. Suggested correct action:

   #4 Politely explain to the guest that all of the rooms are reserved. However, the guest may check out at 1:00 and leave the bags with the bellman until 2:00.

   Note to Teacher: This is another situation where hotel policies may differ. Some hotels do charge an extra fee for late check-out; others allow late check-out at no extra cost provided that there is not an immediate need for the room.

Points to Stress

- The front office must understand and act within the operations and policies of the hotel involved in guest complaints and problems.
- The front office must be prepared to make decisions, within the hotel's general policies, which ensure good relations with the guest.

UNIT II. RESERVATIONS

Teacher's Guide

OVERVIEW

STUDENT ACTIVITY	STUDENT MATERIALS
A. Your Hotel Students gain understanding of and practice in using a reservations system.	For each student: Information Sheets: The Reservation Office Why Does It Cost What It Does? Your Hotel Reservations System Reservations Chart Instructions Mail Box, Reservations Denied, and Reservations Confirmed cards Six Reservation Confirmation Forms Six Reservation Rack Slips Six Reservation Denial Forms Reservations Requests

UNIT II. RESERVATIONS

OBJECTIVES

- Students should be able to operate a typical reservations system used by hotels.
- Students should be able to identify and describe typical situations encountered by employees in reservations departments.

RATIONALE

The reservation system is perhaps the most important recordkeeping system of the lodging industry. The lodging facility needs to insure a proper allocation of rooms and as full a house as possible. The traveler needs to be sure that he or she has a place to stay. An efficient reservations system satisfies the needs of both.

Students preparing for a career in lodging must understand the necessity for an accurate reservations system and gain practice in the recordkeeping and communication skills involved. Since this system in most lodging facilities involves many separate forms, familiarity with their various uses is also important.

CONCEPTS

- Hotels and other lodging facilities must keep accurate records of rooms reserved for several reasons. First, an accurate reservations system assists in insuring maximum occupancy of the hotel. Second, a reservations system facilitates planning for both guest and hotel (guest can feel confident he/she has a room, and hotel can determine rooms available for other guests).
- An efficient reservations system is essential for a hotel to maintain a good reputation.
- Reservations operations involve attention to details such as reservations for VIP's who will receive special attention and reservations made by a travel agent who receives a commission from the hotel.

ACTIVITY A. Your Hotel

Introducing The Activity

1. Discuss with students the advantages to hotel and guest of an accurate reservations system. Reservations must be kept accurately to insure that there will be room for the guest and to insure that the hotel does not reserve rooms for more guests than can be accommodated. Students may have had experience with the results of unmade or lost reservations.
2. Copies of all correspondence are retained by the lodging facility to insure that the proper reservations have been made for the guest.
3. Hotels and motels use a wide variety of systems to keep track of reservations. The systems for larger hotels frequently involve the use of a computer. A smaller hotel may use a very simple system. Ask students to list the information needed by hotel and guest and to design a simple reservations system of their own.

Guiding the Activity

1. Distribute and review the Information Sheets, *The Reservations Office* and *Why Does It Cost What It Does*. These sheets provide basic information on hotel reservations procedures and hotel financing.
2. Distribute *Your Hotel Reservations System* to students. This describes the specific reservations system utilized by "Your Hotel." Review the forms and terms with the students, referring back to the Information Sheet.
3. Once students have reviewed *Your Hotel Reservations System*, go over the following examples with students in order to demonstrate how Your Hotel Reservations System operates and how forms are filled out.

First Request

Franklin Travel, 15 Orkeny Terrace, Holly, Washington, requests a single room for Mr. Giles Morse from November 3rd to November 4th. Mr. Morse's address is 25 Field Parkway, Wells, Washington.

Ask students what the reservations clerk at "Your Hotel" should do.

Suggested Answer: Check Your Hotel Reservations Chart to ascertain if there is space available. Since there is space available, change 9 to 10 on your Reservations Chart and complete a reservations rack slip in the manner shown opposite.

RESERVATIONS RACK SLIP

VIP	PAID	GTD	TA

Last Name: Morse
First Name: Giles
Arrival: Day Date Time: November 3

Departure: November 4

Address: 25 Field Parkway
Wells , Washington

Guaranteed by:

Deposit Received $:

Single	Double	Twin	1-BR Suite	2-BR Suite	Persons
X					

REMARKS:

Made by:
Company: Franklin Travel
Street: 15 Orkeny Terrace
City & State: Holly, Washington
Phone:
Clerk: (Student's Initials)
Date:

Next, a Reservations Confirmation form is completed in the manner shown below and mailed to the client. If Mr. Morse's reservation had been guaranteed by his employer or travel agent, the employer's or agent's name would go on the bottom line.

We are pleased to confirm the reservation of Mr. Giles Morse

Franklin Travel
Name

15 Orkeny Terrace, Holly, Washington
Address

Single ☒ Double ☐ Twin ☐ 1-BR Suite ☐ 2-BR Suite ☐

☐ We acknowledge receipt of your deposit of $ ________

☐ Please forward a deposit in the amount of $ ________

☐ Reservation is guaranteed by ________

Clerk (Student's Initials)

The original reservations request is filed with the rack slip in the Reservations Confirmed file.

Second Request

Joan Hidler of 15 Oakland Street, Bigtown, Utah, requests a two-bedroom suite for 11/12 through 11/18. Ask students what the reservations clerk at Your Hotel should do.

Suggested Answer: Check Your Hotel Reservations Chart. Since a two-bedroom suite is not available for the evening of 11/14, the reservation must be denied. Therefore, two copies of the Reservations Denial form should be completed as follows:

Unfortunately we are not able to confirm your reservation for 11/12 - 11/18

Name Ms. Joan Hidler

Address 15 Oakland Street
Bigtown, Utah

We hope that you will be able to join us at another time.

Clerk (Student's Initials)

One copy of the Reservations Denial is sent to the customer. The other copy is filed with the original request in the Reservations Denied File.

4. Distribute the instruction sheet for this Activity. Explain to the class that they will be keeping the reservations chart up-to-date and completing all the necessary forms. In addition, students will need to maintain a mail box and two file systems: one for reservations denied and one for reservations confirmed.
5. Once students have reviewed the instructions, distribute the Mail Box, Reservations Denied and Reservations Confirmed cards. Have students place these cards at the top of their desks. Explain to students that they will be placing completed forms in the appropriate piles. Remind students that the reservations files are kept alphabetically, by date.
6. Distribute to each student the following materials:

   10 paper clips
   6 Reservations Confirmation forms
   6 Reservation Rack slips
   6 Reservation Denial forms
7. Distribute Reservation Requests to students. Have students separate the requests and put them in the appropriate order. (The number in the upper left hand corner of each request indicates the order of receipt.) Students can now begin to perform the exercise. Allow approximately twenty minutes for completion.

Learning More from the Activity

1. Review correctly completed forms with the class.

   The individual reservations forms should be handled as follows:

   King Alphonse

   The reservations request form and a reservations rack slip with *VIP* and *TA* clipped in the Reservations Confirmed pile.

   Reservations Confirmation placed in the Mail Box.

   Dean Judd

   The request form and a rack slip in the confirmed pile.

   Confirmation in the Mail Box.

   George Hilyard

   The request form and a rack slip in the confirmed pile.

   Confirmation in the Mail Box

   Donna O'Brien

   The request form and a Reservations Denied form in the Reservations Denied pile.

   Reservations Denial in the Mail Box.

   Lionel Chase

   The request form and a rack slip with *VIP* clipped in the Confirmed pile.

   Confirmation in the Mail Box.

   Jeffrey Humber

   The request form and rack slip with *TA* and *GTD* in the confirmed pile.

   Confirmation in the Mail Box.

   Mimi Danzell

   The request form and rack slip (with deposit noted) in the confirmed pile.

   Confirmation (with deposit noted) in the Mail Box.

   Eric Potter

   The request form and a Reservations Denied form in the Reservations Denied pile.

   Reservations Denied form (with mention of check enclosure) in Mail Box.
2. Review the completed Your Hotel Reservations Chart with the class. A complete form is included in these materials for your use.
3. Once the forms have been reviewed, lead a class discussion with the following questions:

   A. Why is a system needed for recording reservations? (Answer: A system is needed to assist in keeping the hotel as full as possible and assist both customers and the hotel with planning.)

   B. Why is it necessary to notify those people that the hotel cannot accommodate? (Answer: It is a courtesy to assist people in making alternative arrangements and it is a policy which encourages those people to consider Your Hotel at another time.)

   C. Why is it necessary to make special notations such as TA, VIP, or GTD on the reservations rack slip? (Answer: Each of these special notations requires special billing or front office procedures. Travel Agents (TA) normally receive a 10% commission on the client's bill, so hotels must keep a record so that the commission can be sent to the travel agent. Very Important Persons (VIP) are sometimes greeted by a certain employee (e.g. the manager) upon check-in.

Guaranteed Reservations (GTD) are held until the guest arrives and this notation communicates to the front office clerk that the room must be held for the guest.

D. If a large hotel used a similar system, in what way could the system's responsibilities be allocated among several people? (Answer: In a larger hotel, one person may be responsible for maintaining the Reservations Chart, others may be individually responsible for preparation of Rack Forms, preparation of Reservations Confirmations and Reservations Denials.)

Points to Stress

- An effective reservations system, which includes the accurate completion of many forms, serves *both* the client and the hotel.

COMPLETED FORM

YOUR HOTEL RESERVATION CHART

Type of Room	Total Available	Reservations by Date																		
		11/1	11/2	11/3	11/4	11/5	11/6	11/7	11/8	11/9	11/10	11/11	11/12	11/13	11/14	11/15	11/16	-17	-18	-19
Single	10	10	10	10	9	7	10	9	7	8	8	7	9	10	10	4	2	4	3	3
Double	20	20	20	20	19	20	17	6	14	18	18	18	18	19	19	10	8	6	9	5
Twin	20	18	18	18	17	14	14	11	12	11	9	8	8	18	18	14	9	6	6	4
1-BR Suite	5	5	5	5	4	4	4	5	3	3	3	4	4	4	5	5	4	2	2	2
2-BR Suite	5	4	3	3	5	4	5	5	5	5	5	3	3	4	5	4	4	3	3	3

Lodging: II-T-7

UNIT III. CONVENTION PLANNING

Teacher's Guide

OVERVIEW

STUDENT ACTIVITIES	STUDENT MATERIALS
A. Let's Get It Together Students participate in a simulated negotiation between the client and hotel convention coordinator.	For each student: Information Sheet: The Sales/Convention Department One for each of four groups: Client A– Role Profile A Worksheet A Client B– Role Profile B Worksheet B Hotel C– Role Profile C Worksheet C Arrangement Chart C Menus C Hotel D– Role Profile D Worksheet D Arrangement Chart D Menus D One for each hotel group: Agreement Letter
B. Where Do We Put Them? Students practice filling out reservations chart for large groups.	For each student: Instructions Reservations Chart 1 Reservations Chart 2 Memorandum
C. Now What Do I Do? Students practice decision-making skills of convention coordinators.	For each Student: Information Sheet: Running the Conference Case Studies

UNIT III. CONVENTION PLANNING

OBJECTIVES

- Students will be able to identify the respective responsibilities of the "front" and the convention departments of a hotel in preparing for a convention.
- Students will be able to perform the steps necessary to plan and prepare for a convention, as performed by convention coordinators and reservations clerks.
- Students will be able to explain the importance of thorough planning for a convention.
- Students will be able to explain the importance of communication among hotel departments when arranging for a convention.
- Students will be able to describe typical problems which are resolved by convention coordinators.

RATIONALE

Many hotels and motels obtain up to 80% of their revenues from convention/conference business, and it is expected that the convention/conference business will continue to grow in the foreseeable future. The convention/conference coordinator is the key figure on the hotel/motel staff responsible for securing convention/conference commitments, for planning the convention/conference, for establishing and maintaining liaison with other hotel departments, for client contact, and so forth.

However, every department of the hotel evenutally gets invited in some aspect of planning for a convention:

Housekeeping must order linen and schedule maids.

Maintenance has to set up tables and chairs in meeting rooms.

Food and Beverage must order food and convention meals.

Reservations will assign staff to handle group reservations.

The Front Office must understand the needs of the convention guests and schedule staff to handle convention check-in and check-out.

Convention planning includes many of the same activities associated with planning for any guest, except that there are more guests at one time. Consequently, the general hotel operations have to be modified to accommodate the special needs of the convention guests. Communication is also very important in preparing for a convention. For example, the Food and Beverage Department must obtain the number of convention guests from the Convention Department; the Convention Department must tell the Maintenance Department how the rooms should be set up, etc.

The need for planning and communication by all members of the hotel staff should be understood by any student preparing for a career in lodging. Familiarity with the general procedures of convention planning and practice in the interpersonal and recordkeeping skills involved will benefit future employees of all hotel departments.

CONCEPTS

- Planning for a convention demands effective communication between the different departments of a hotel.
- Communication between departments concerns routine operations (e.g., the conference coordinator notifying Reservations about number of rooms to reserve) and special arrangements (e.g., Reservations informing conference coordinator that they have responded to guests' requests for rooms on first floor.)

ACTIVITY A. Let's Get It Together

Introducing the Activity

1. Distribute and review the Information Sheet entitled The Sales/Convention Department. Allow students time to discuss the process of arranging for a convention.
2. Explain to students that the job of convention coordinator involves many skills which include:
   - *Interpersonal Skills*: The convention coordinator must be congenial with the client and maintain excellent relations with every department of the hotel.
   - *Planning Skills*: The convention coordinator must be able to assist the client in designing the conference, assist the other hotel departments in preparing for the conference, and also coordinate all facets of the convention.
   - *Sales Skills*: The convention coordinator must be able to "sell" the hotel and its services to the client. (In many hotels, the convention departments are called sales departments.)

   Students should be encouraged to identify additional skills and responsibilities of the convention coordinator.

Guiding the Activity

1. Explain to students that in this activity, they will be examining and practicing the skills necessary to be a convention coordinator.
2. Divide the class into four groups, each group to play one of the following roles:

Client A.	Dan Newman, Global Cleaners Associated
Client B.	Gene Jefferson, American Futurists
Hotel C.	Frank Star, Convention Coordinator, Shark's Teeth Hotel
Hotel D.	Roger Whitestone, Convention Coordinator, Oblivion Manor

3. Explain to students that the clients have narrowed down their hotel selection to either the Shark's Tooth or the Oblivion Manor. They will soon meet with the respective convention coordinators of these hotels to find out more about the hotel so that they can make a decision.
4. Distribute the appropriate role profile and worksheets to each group. Allow approximately ten minutes for students to review the materials. Point out the limits each coordinator has in respect to charges. While the hotel is willing to give special rates to large groups, the coordinator cannot go below certain minimum rates set by the hotel.
5. The negotiation is now ready to begin. Encourage students to negotiate the best room rates, etc., that they can. Students playing the role of Client A will meet with the team representing Hotel C. The students playing the role of Client B will meet with the team representing Hotel D. (Remind students that the client will have the opportunity to speak to each of the hotels. After the first round of negotiations, teams will switch so that each client meets with each hotel.)
6. The negotiators should work out the best plan for the convention (in terms of room rates, meals, etc.) for both the hotel and the client. When students have completed the worksheet which details the plan, conclude the round.
7. Then ask Client A to negotiate with Hotel D and Client B with Hotel C.
8. When students have completed the second round of negotiations and the worksheet, allow the client teams approximately five minutes to decide which hotel they have selected for their convention. They may, at this time, not ask the convention coordinator teams any more questions. After five minutes, have each client team announce and explain its choice.
9. Distribute blank *Letter Agreements* to the hotels selected and have these convention coordinators meet with the clients to fill out the letters.

Learning More From the Activity

1. Ask the client teams to elaborate their reasons for choosing one hotel over the other.
2. Ask the convention coordinators teams what type of special arrangements were made, if any. (Note that the late check-out time of the American Futurists would be a special concession by any hotel.)
3. Ask client teams what part, if any, the pleasantness and friendliness of the coordinator played in their decisions.
4. Once the convention has been confirmed, what do you think the convention coordinator must do next? With whom must he communicate? (Answer: The next step is to communicate with the Reservations Department, Housekeeping Department and the Food and Beverage Department to inform them of upcoming conventions.)
5. Introduce students to the relationship between costs of doing business and the charges that are made to hotel guests. Ask students why they think hotels can vary their rates.

Points to Stress

- Negotiating convention arrangements with a prospective client requires familiarity with the services and special features of the facility, the ability to fit those factors to the client's needs and desires within hotel policy and communication skills.
- Formal agreements, deposits, etc. help to insure the commitment of both hotel and client.

ACTIVITY B. Where Do We Put Them?

Introducing the Activity

1. Explain to students that once the convention coordinator has confirmed that a convention group will be coming to the hotel, he/she alerts the hotel Reservations Department to reserve the appropriate number of rooms.
2. It is important that the Convention Department do this as quickly as possible so that there will be enough rooms reserved for the convention guests.

3. Explain to students that these initial convention reservations are made in the name of the organization, for example, the Harvest Engineers. Names of individual guests are obtained later.

4. Ask students to think of the physical layout of hotels with which they are familiar. That is, ask them to describe how sections of hotels differ in terms of view, old or new building, etc.

5. Ask students what specific requests, e.g., all rooms on the first floor, a client may make regarding the physical characteristics of any hotel. (Answer: Some other possible requests include all convention rooms in the new building, all rooms with an ocean or city view, all rooms in the same building if the hotel has more than one, and so forth.)

6. Explain to students that the hotel reservations personnel attempt to meet the specific requests regarding room location for all conventions. To do this, sometimes it is necessary to change the room assignment for previous reservations. This does not mean that guests presently staying in the hotel have to leave, but if an incoming guest had been originally assigned to room 305, the room assignment may be changed to 607.

7. Explain to students that this exercise is intended to illustrate the planning which reservations personnel must undertake for an upcoming convention. In this exercise, pairs of students will be performing the role of the reservations clerk. Each pair will be provided with a description of the reservations procedure and a memo from the Convention Department indicating new convention confirmations.

Guiding the Activity

1. Divide the class into pairs.

2. Distribute the instructions and the two reservations charts to each pair of students. Review the instructions with the students, noting that one chart is for the Astor Building and one chart is for the Brigham Building.

3. BE SURE THAT STUDENTS UNDERSTAND THAT THOSE RESERVATIONS WHICH ARE UNDERLINED ON THE CHART CANNOT BE CHANGED. (Explain that those reservations which are not underlined can be changed, but the guests must be accommodated in other rooms.)

4. Explain to students that they are to "block out" rooms (reserve a group of rooms) for the various conventions, attempting to meet the specific requests, such as ocean view, of each convention group. Students should cross out the changed reservations using small X's and indicate where those reservations have been moved. It is advisable to use pencil since the students may have to make a considerable number of changes.

5. Explain to students that if it is not possible for them to meet all of the requests (although it can be done) they should have reasons for meeting the requests of one group and not the others.

6. Distribute the *Memorandum* and allow each pair approximately twenty minutes to complete the Reservations Charts to reflect the convention "bookings."

7. A teacher's version of the two completed Reservations Charts is included. The teacher should circulate among the pairs, and offer suggestions to groups which appear to have problems. The teacher may give suggestions, such as "Look at Cummings, or Lowther, can they be moved to different rooms?"

Learning More From the Activity

1. Once the pairs have completed the Reservations Charts, review student charts and determine whether students were able to meet all of the requests for new conventions. If possible, make overhead transparencies of the teacher's version of the charts.

2. Ask students who were not able to meet all of their requests how they decided to meet the requests of one group instead of another.

3. Ask students why it is important to meet the special requests of the convention groups (e.g. rooms on first floor). (Answer: The convention business represents a large number of guests for the hotel, both for the convention and for future business.)

4. Ask students why accuracy and attention to detail are important in making reservations. (Answer: If the Reservations Department is not accurate, reservations may be assigned improperly or even lost.)

5. Ask students what action should be taken if the reservations department is not able to reserve rooms for the Convention Department guests. (Answer: The Convention Department should be notified immediately.)

6. Ask students what the next phase of planning is for the reservations department. (Answer: Eventually, the Reservations Department will obtain the names of the convention guests and assign them to specific rooms.)

Points to Stress

- Accuracy and attention to detail in assigning reservations are necessary to the smooth functioning of the hotel.
- The Reservations Department tries to meet the special requests of guests.

ACTIVITY C. Now What Do I Do?

Introducing the Activity

1. Distribute and review the information sheet entitled *Running the Convention.*
2. Explain to students that they will now be looking at some problems which might develop during and after a convention. Their job is to solve these problems.

Guiding the Activity

1. Divide the class into small groups of 3-5 students. Have each group select a member responsible for taking notes.
2. Distribute the instructions and the three case studies to each group. Each group should decide what action the convention coordinator should take. Students should be able to explain their suggestions for action.

Learning More From the Activity

1. Example actions for each case are:

   Case A:

   1. If possible, the convention coordinator should try to rearrange the meeting room assignments to ease this problem. Of course, such changes should be agreed upon by the respective convention groups.
   2. If this is not possible, the convention coordinator should request politely that the first group leave promptly since another group uses that room after them.
   3. In the future, the convention coordinator should try to avoid this problem by not scheduling different group meetings in the same room so closely together.

   Case B:

   1. The convention coordinator may feel justified in that position since the convention group did not express any of these concerns during the conference–indicating that they had no problems with the hotel.
   2. She should discuss the complaints with the Association to determine the specific nature of the problems, and to insure that they understand the hotel's position on the issues. For example, the meals may have cost more for the Association because of extra staffing (e.g., cooks, waiters, etc.) needed for the banquet style meals.
   3. The convention coordinator should alert each department in the hotel to the complaints made by the Association as a way of preventing such complaints in the future.
   4. Each hotel will have its own policy regarding what to do in a situation such as this one.

   Case C:

   1. In order to maintain good relations with the client, the convention coordinator may not want to get involved in the matter of the payment for the equipment. It was made clear to all parties concerned (equipment company and client) that the hotel was merely assisting the client in this effort, and did not have any direct responsibility.
   2. Any large organization has a certain organizational structure. This means that everyone in the system has to report to someone and is supervised by someone. The degree of supervision and the frequency with which reports are required may vary. Supervisors or managers can often be called upon to aid the employee in decision-making when certain problems arise. Too frequent consultation with the supervisor may indicate that the employee is unable to handle the job effectively. On the other hand, if a really serious problem arises (e.g. involving the safety of staff or guests or a problem which might significantly affect the hotel's revenues), reluctance on the part of the employee to consult with the supervisor may mean that he or she is taking on too much responsibility. Knowing when to consult the supervisor is a function of training, experience, and good judgement.

2. The class has now received several information sheets on the operations of the Sales/Convention Department of a hotel/motel and studied cases describing situations which a convention coordinator might

encounter. Based on this information, ask the students what kinds of skills they think are required for the job. What other jobs do they think might require these skills?

Points to Stress

- In a business such as the hotel/motel business, where the guest's opinion is critical to the success of the business, it is especially important to develop and maintain a courteous and friendly manner toward clients, even in conflicts where the employee feels that the hotel is 'in the right.'

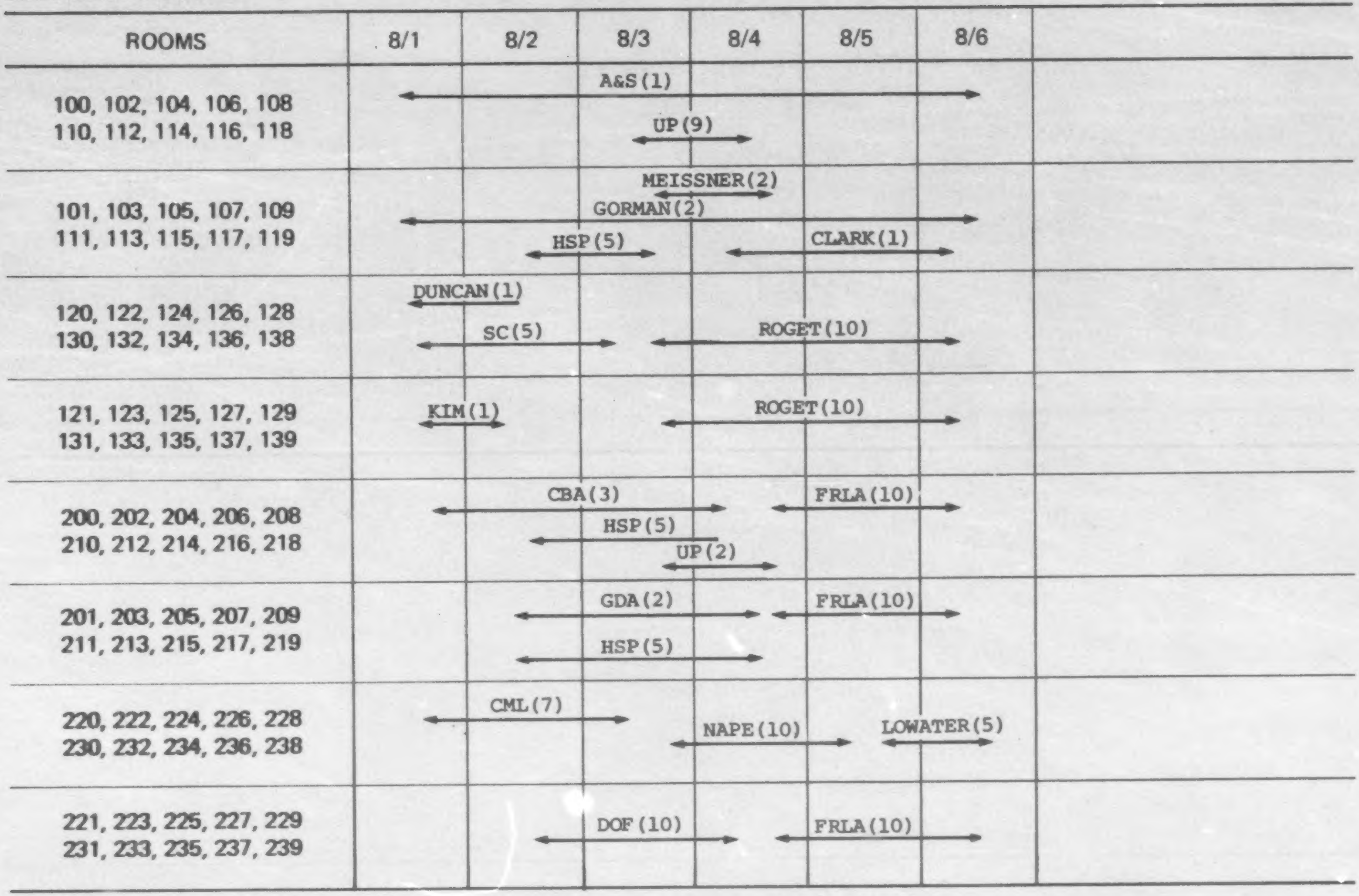
RESERVATIONS CHART – Teacher's Version

ASTOR BUILDING

ROOMS	8/1	8/2	8/3	8/4	8/5	8/6	
100, 102, 104, 106, 108 110, 112, 114, 116, 118	← SC(10)		SC(10) → ← UP(5)	UP(5) → ← JONES(1)	JONES(1) →		
101, 103, 105, 107, 109 111, 113, 115, 117, 119	← FFA(10)					FFA(10) →	
120, 122, 124, 126, 128 130, 132, 134, 136, 138	← FFA(10)					FFA(10) →	
121, 123, 125, 127, 129 131, 133, 135, 137, 139	← FFA(10)					FFA(10) →	
200, 202, 204, 206, 208 210, 212, 214, 216, 218			← UP(10)	UP(10) →			
201, 203, 205, 207, 209 211, 213, 215, 217, 219	← AAMA(10)					AAMA(10) →	
220, 222, 224, 226, 228 230, 232, 234, 236, 238	← CUMMINGS(1) ← KREBS(2) ← FLETCH(7)	KREBS(2) → FLETCH(7) → ← LAWRENCE(1)	CUMMINGS(1) → ← UP(9)	UP(9) →	LAWRENCE(1) →		
221, 223, 225, 227, 229 231, 233, 235, 237, 239	← ASTRO(5)					ASTRO(5) →	

RESERVATIONS CHART – Teacher's Version

BRIGHAM BUILDING



Lodging: III-T-8

UNIT IV. BED AND BOARD: "BACK OF THE HOUSE" OPERATIONS

Teacher's Guide

OVERVIEW

STUDENT ACTIVITIES	STUDENT MATERIALS
A. Being a Maid–What It Takes Students identify important characteristics of the housekeeping staff.	For each student: Information Sheet: Housekeeping Case Studies
B. That Extra Something Students practice decision-making skills of housekeeping staff in hypothetical situations.	For each student: Case Studies
C. Company's Coming Students identify the planning needs of the housekeeping staff.	For each student: Exercise
D. Table for 400 Student practice planning and ordering food supplies.	For each student: Instructions and Purchase Order Memorandum

UNIT IV. BED AND BOARD: "BACK OF THE HOUSE" OPERATION

OBJECTIVES

- Students will be able to describe the role that the Housekeeping and Food and Beverage Departments play in the success of a hotel/motel.
- Students will appreciate the role that courtesy and respect for privacy play in the guest's satisfaction during his or her hotel/motel stay.
- Students will be able to describe what thoroughness and efficiency are and how they are applied to cleaning guest rooms in a hotel/motel.
- Students will appreciate the importance of planning and organization in "Back of the House" operations.

RATIONALE

"Back of the House" activities, even in large hotels, may appear to be as routine and undemanding as household chores. It is important that all students preparing for a career in lodging services understand the complicated, but systematic processes that hotel housekeeping and catering are and how necessary they are to the success of the hotel/motel. The housekeeping staff must maintain clean and neat rooms and public areas on a daily basis, be alert to needs for repair, and generate new ideas for making rooms comfortable and attractive. The Food and Beverage Department is often responsible for several eating areas–from coffee shops to luxury restaurants–and for providing services ranging from room service for one guest to banquets for hundreds. The effective functioning of both of these departments requires organization of supplies and staff, as well as attention to the comfort and satisfaction of individual guests.

Preparation for lodging services should therefore make the student aware of the simultaneous importance of the efficient organization of these departments and of the individual employee's attitude and behavior. Understanding of the planning and organization involved in serving large numbers of people is necessary to employees at all levels in the "Back of the House." It must be accompanied by an understanding of the importance of attention to detail and of interpersonal skills in dealing with guests.

CONCEPTS

- Housekeeping represents one of the most critical functions of a hotel. Key to every guest's pleasure with his/her stay at a hotel is the cleanliness of a room and how thorough the Housekeeping Department has been in providing all necessary items.
- Guests often turn to persons in housekeeping for their needs. Therefore, effective interpersonal skills are needed for working in this department.
- The Food and Beverage Department is responsible for the planning, organization and serving of food throughout the hotel. The success of a guest's stay will also depend on their efficiency and attention to detail.

ACTIVITY A. Being A Maid: What Does It Take?

Introducing the Activity

1. Ask students to read the Information Sheet on Housekeeping. Allow students fifteen to twenty minutes to read it. Emphasize the central role that the Housekeeping Department plays in a hotel or motel–no one wants to pay for, or will return to, a messy or partially equipped room. Review the organization charts. Explain that any sizeable business or organization has an organization chart to assist personnel in understanding the relationships among employees and in specifying the chain of command: who reports to whom and who is ultimately responsible.

2. Every job has certain specific skills and tasks that are required. At first glance, the jobs of a maid or a houseman might look easy, but they involve a lot more skill and attention to detail than one might think.

   Employers look for certain characteristics, even in entry-level jobs:

   - Ability to follow directions. (Most motels/hotels have very specific instructions on how a maid is to go about making up a bed and cleaning a guest room and bath. Often, these instructions are the result of time and motion studies aimed at combining efficiency in motion with thoroughness.)
   - Courteous and pleasant attitude.
   - Good health. (Anyone with back problems, for example, wouldn't be able to hold a maid's job for very long.)
   - Thoroughness and efficiency.

3. Attentiveness to detail is very important in any hotel. Many hotels and motels go through a lot of trouble to provide the guests with extras to make his or her stay more pleasant. These include paper slippers,

shower caps, plastic bags for wet swimsuits, and so forth. Systematic placement and replacement of these is very important in terms of maintaining a pleasant appearance in the room and placing items so that they will be handy to the guest.

4. The vast majority of hotels and motels specify not only the quantity of items to be provided (matches, soap, stationery, shower caps, bath mats) but also where, to the inch, in the room the item(s) should be placed.

   For example, it is clearly inappropriate to stack all the materials needed for a desk on top of the desk. Some of the items belong in drawers, others belong on top of the desk, the criteria being both aesthetic (what is pleasing to the eye) and practical (what is convenient, accessible, and comfortable for the guest).

Guiding the Activity

1. Explain to students that in this activity, they will decide which of four applicants for a maid's job they will hire.
2. Pass out the instruction sheet which includes case studies of maid applicants to the students. Allow about 20 minutes for them to take notes and select the best applicant.

Learning More From the Activity

1. When students have made their choices, ask them to discuss their reasons. The following positive and negative points should be made.
   - Although quick to clean, Fran is too sloppy and inattentive to detail. Her cigarette smoke in the air and the butt in the wastebasket may bother the guest.
   - Lee's care and attention to detail are important but the "personal" touches are time consuming and probably excessive. The guest may not be able to find his pajamas or papers.
   - Jo and Kelly are both careful and thorough. Kelly's attention to details, like the shower cap, and suggestions, like the slippers, are valuable.

Points to Stress

- Attentiveness to detail is essential to operating a good hotel.
- Much of this detail is the responsibility of housekeeping.

ACTIVITY B. That Extra Something

Introducing the Activity

1. Housekeeping appears to be fairly routine, and in many respects it is. Many times, however, a maid or houseman has the opportunity to do that little extra something for a guest which can make the guests' stay more pleasant and encourage the guest to return to the hotel/motel.
2. Some hotels/motels have incentive programs wherein housekeeping staff are rewarded for making special efforts for guests (e.g., turning down beds and generally straightening up a room before the guest retires), especially if the guest compliments the staff members.
3. Although supervisors make many efforts to prepare maids and housemen for many different kinds of situations, it is clearly impossible for the supervisor to cover all contingencies. Sometimes, the employee has to use his or her own judgment and experience to handle a situation.

Guiding the Activity

1. Distribute the Instructions for That Extra Something. Divide the class into groups of three to five students. Allow students forty-five minutes to discuss and reach decisions about the four cases.
2. Be sure that there is at least one student in each group who is taking notes on the group's decisions.
3. Reconvene the class at the end of forty-five minutes to discuss their decisions.

Learning More From the Activity

1. There is no one correct way to handle any of the situations.
2. Discussion on the cases should include the following points.

   Case #1

   In the first case, item (c) "Explain to the guest the regulations about not cleaning another maid's room(s), and suggest that he call the Housekeeping Department" is probably the best response. Ask groups with different responses to explain their reasoning to the class. Item (a) is possible but could be considered a little abrupt in that the maid does not offer the guest any information or advice about what he can do about the situation, (b) looks nice, but it throws off the maid's schedule and the schedule of the department.

In addition, the maid won't get paid for doing the extra room and there is no guarantee that the other maid would be willing to reciprocate by doing one of Mildred's rooms. Item (e) going to look for the other maid, could be time consuming. Also, the other maid might well resent having Mildred tell or suggest to her what to do.

Case #2

Alternative (a), for the Weatherbottom case is inappropriate given all hotel employees' responsibility to at least be responsive in some way to a guest's request—even if the individual is not himself able to meet it. Either (b) or (c) are reasonable alternatives. A busy houseman might choose (c). As far as (d) goes, although most guests would tip a houseman in this situation, hotels/motels forbid an employee to demand a tip in return for a service.

Case #3

Item (d) is probably the most appropriate selection for this minicase. When such a problem arises, one should report it to the immediate supervisor. Cleaning off the new furniture polish and beginning to use the old one again might be a good idea but it is only a short-term solution. The supply of the old polish will run out, the new polish will continue to be used in other rooms, and there is the possibility that the new polish is already being reordered by the Housekeeping Department. Neither (b) nor (c) will bring a speedy solution to the problem; it is probably most efficient to go directly to the person making decisions. (This might be a good time to discuss the value of taking initiative, even in entry-level jobs, and ways to go about it.)

Case #4

In such a situation, the maid should typically make no assumptions about what the hotel is willing to do about cleaning the room again, especially where a good customer is concerned. Thus, alternative (a) is ruled out. Item (b) is only a partial solution. Both (c) and (d) seem reasonable, but (c) is the better alternative. The flaw in (d) is that the maid would be requesting that the guest do some work, and this is probably not a good idea. As far as (e) is concerned, the maid should not use the phone in a guest's room unless there is an emergency.

3. In general, no matter what the guest requests (as long as it relates to hotel services in some way) the employee's response should never be flat "no," but should, where the employee cannot respond to the request, tell the guest what he or she can do or whom they can call. In cases where there is a fine line between the actual responsibilities of the employee and doing a favor for a guest, the guest should usually be given the benefit of the doubt.

Points to Stress

- The hotel employee should respond as positively as possible to any guest request for service.
- Suggestions for better service to guests or for better housekeeping procedures can often be made by observant employees.

ACTIVITY C. Company's Coming

Introducing the Activity

1. This activity is designed to provide students with an opportunity to examine some of the planning activities which the hotel Housekeeping Department must perform in order to prepare for an upcoming convention.

Guiding the Activity

1. This activity is a teacher-led group discussion. Ask the class to read the instructions and take notes on the questions which follow.
2. In discussing the questions, the teacher is encouraged to ask the questions in an order which is appropriate to the trend of the discussion.

Learning More From the Activity

Discussion of the questions should touch upon the following points:

1. Schedule enough help to prepare rooms; schedule enough help to have meeting and dining rooms set up; determine whether enough equipment and supplies, such as tables and silverware, are in stock.
2. Additional help would not be required since the check-out time of 12 noon allows enough time for the necessary room preparation.
3. It would be necessary to have additional help or a changed schedule to prepare the rooms in this short a time.
4. It may be necessary to have additional help or a changed staffing schedule to allow for this later check-out time.
5. The hotel can ask guests to check out at check-out time, and the hotel can make arrangements for the storage of luggage until the convention's conclusion.

6. It is possible to rent equipment and supplies.
7. It will be necessary to either purchase chairs or improvise by borrowing chairs from offices and public areas of the hotel; the Convention Department should be informed that there has been a problem in arranging for the needed equipment.
8. Equipment, such as laundry machine, might break down, and you need to know of alternative laundry services in the area. You need to know of linen rental businesses in the area in case linen is missing.
9. Planning the housekeeping functions would be more difficult in the hotel since the convention business would represent considerable change from daily operations.
10. The Housekeeping Department's tasks relating to conventions are usually less complex since its activities for a convention are not that much different than general operations.

Points to Stress

- Effective planning will include provision for all routine functions as well as unexpected events.
- Planning in one department involves communication with other departments and perhaps with outside businesses.

ACTIVITY D. A Table for 400

Introducing the Activity

1. Explain to students that the Food and Beverage Department is responsible for preparing and serving meals in a hotel. A convention group often requests banquet style meals.
2. Explain to students that the Convention Department informs the Food and Beverage Department well in advance that a convention is coming. Ask students what preparations the hotel food and beverage would have to make for a convention? (Answer: A Food and Beverage Department may need to order food, schedule or secure the number of waiters or waitresses needed, and order additional supplies, planning extra staff time for food preparation, dishwashing, and tablesetting.)
3. Ask students what information the Food and Beverage Department might need from the convention coordinator to plan appropriately for the convention meals? (Answer: A Food and Beverage Department needs to know the menu selections for the convention groups and the number of people to be served, as well as the style of serving—e.g., buffet or sitdown style.)
4. Explain to students that in this exercise, they will be performing one of the planning functions of the Food and Beverage Department—ordering the food. Thorough planning is essential to the efficient operation of a hotel.
5. Explain to students that for specialty items such as lobster or caviar, it is important that the Convention Department communicate these needs to the Food and Beverage Department early so that they can be ordered in time.

Guiding the Activity

1. Divide the class into pairs. Distribute the Instructions to each pair and review the instructions with students.
2. Distribute the Memorandum to each student.
3. Explain to students that they are to use the information on the Memorandum to determine the amount of food which should be ordered. Have students record the amount of food to be ordered on the Purchase Order in the Student Instructions.

Learning More From the Activity

1. Review student's answers on the Purchase Order. A teacher's version is included with these materials.
2. Ask students what the food and beverage manager should do if he discovers that any of the items requested are not available. (Answer: He should alert the convention coordinator so that the client can make an alternative selection.)
3. In this activity, assume that the Food and Beverage Department does not have any of the items requested in the storage facilities. However, in most hotels there are large food storage departments. Ask students who are involved in cooperative work experiences in a hotel to describe the food storage facilities of their employers.
4. Hotels usually order more food than they need. Ask students why hotels do this.
5. Ask students what they would do if the company which supplies their hotel cannot deliver the roast beef because of a trucker's strike. (Possible answer: It may be necessary to drive to the supplier or identify a supplier who can deliver.)

TEACHER'S PURCHASE ORDER

WALNUT HOTEL

Item	& Quantity
Roast Beef	16 lbs.
String Beans	1 gallon
Potatoes	250 lbs.
Apple Pie	2 cases
Filet of Sole	50 lbs.
Asparagus	2 gallons
Steak	40 lbs.
Ice Cream	2 gallons
Carrots	2 gallons

THE HISTORY OF THE HOTEL IN THE UNITED STATES*

In any major city you will see some older hotels with intricate architecture and furnishings and skyscraper hotels of glimmering steel and glass. A look at these hotels tells you two things about the hotel industry. First, hotels are not a new phenomenon in America; they have been in existence for a very long time. Second, the hotel industry is still growing and flourishing.

The first American hotels, or taverns as they were called, were actually large private houses where the homeowner had a few extra rooms to rent. People traveling through town on stagecoaches would stop at these homes for a meal and a night's lodging. As cities began to develop people began to travel to them, and hotels were built to meet their needs.

When the stagecoach was replaced by the railroad, traveling became much easier and faster. With more people traveling, the hotel industry grew. Hotels began expanding the variety of services offered—bellmen, rooms with keys, single and double rooms. In addition, as hotels became the meeting places for businesspersons, the need for expanded services grew.

The beginning of the twentieth century was a period of growth for the hotel industry as a result of the appearance of the automobile on the American scene. As more people became able to afford automobiles, more people were able to travel and the need for hotel accommodations increased.

The Great Depression of the 1930's took its toll on the hotel industry, as it did on every other industry in the United States. With more people out of work and many businesses bankrupt, fewer people could afford to travel and stay in hotels.

With economic recovery in the later 1930's and early 1940's, there was a resurgence in the growth of the hotel industry.

Today, the air travel industry plays a major role in the hotel business. Hotels have been built at airports; and as air passenger traffic increased, hotel business has increased. Now there are huge chains of hotels, nationwide reservation services, convention hotels, and luxury resort hotels.

As for the future of the hotel, who can say? Perhaps you might want to predict "the hotels of the future."

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*Reference: Donald Lundberg, *The Hotel and Restaurant Business* (Boston: Cahners Publishing Co., 1974.)

HOTEL LAW*

In the business world, laws often define the responsibilities and liabilities of both the businessperson and the consumer. Many of today's laws regarding hotel/motel/inn operations come from laws originally developed from English common law hundreds of years ago. One of the primary objectives at that time was to protect the traveler. Under the law, the innkeeper was responsible for the traveler's personal safety and for the safety of the property he brought with him. When it became apparent that the innkeeper was also at times in need of protection, laws limiting the liability of the innkeeper in case of theft of guests' property were passed.

Today, the innkeeper's responsibility is to insure the guests' safety and the safety of his or her property. This includes insuring that stairways are well lit, that walkways are not dangerously obstructed, that elevators operate properly (e.g., that when the elevator stops at a floor, the floor of the elevator is level with the floor of the building), that furniture is solid, and so forth. The limits of liability (the maximum amount the hotel owner or innkeeper will have to pay if he or she is found to be in the wrong in any particular case) vary from state-to-state. The manager of any hotel, motel or inn must be completely familiar with the federal and state laws relating to the hotel business. He or she should know the legal definitions of his or her responsibilities. The manager or supervisor who is unfamiliar with hotel law might well cause a legal suit against the hotel.

The guest also has responsibilities and must follow rules and regulations. The owner is permitted to establish regulations to provide for the safety and the general comfort of the guests, to preserve property, to prohibit behavior or conduct that might detract from the reputation of his or her establishment, and to establish certain procedures for the ordinary conduct of business. Thus, the owner has the right to ask guests to register (in some states this is required by law), to observe check-out time regulations, not to engage in loud and boisterous activity which might upset the stay of other guests, to observe certain minimal dress codes in certain portions of the hotel/motel (e.g., no bathing suits in the restaurant), and so forth.

An innkeeper cannot refuse an individual lodging without reason. Until it was brought to court, for example, many hotels and motels would not rent rooms to black men or women. Hotels and motels are now prohibited against refusing lodging to prospective guests on the basis of race or color. An innkeeper can turn away a guest if all rooms are full (which he or she must prove), if the person(s) is intoxicated, disorderly, unclean, or suffering from contagious disease, and for other reasons. There are some problems which are hard to resolve. For example, a local community might prohibit, by law, having pets in guests' rooms and the letting of rooms to persons with pets. This seems reasonable; however, what do you do about a blind person who uses a seeing-eye dog?

The body of hotel law is vast and not all considerations can be covered in a brief summary. It is important, however, that the student be aware of the fact that the innkeeper (hotel/motel) has a considerable responsibility to the guest and that the guest also has certain responsibilities (paying the bill and not damaging property).

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*Reference: Norman Cournoyer, *Introduction to Hotel and Restaurant Law* (Amherst: EconoPress, 1971).

CONRAD HILTON (1887-)*

Conrad Hilton began his career in hotel management when he was twenty-years old. When his family was in financial trouble, Hilton rented rooms in the back of their New Mexico home to traveling salesmen. His initiative and drive led to ownership of eight hotels, five of which remained after the Great Depression. The depression seemed to increase his skill in operating a hotel economically, and what he learned during those years served him very well when, after the depression, the Hilton hotels began to increase in number.

Currently, the Hilton Hotels Corporation has central offices in Hawaii, Beverly Hills (California), Chicago, and New York City. Hilton International was begun in 1949 and was later purchased by Trans World Airlines. In 1971, Hilton Hotels Corporation had $228,000,000 in sales; it owned 98 hotels. At the same time, Hilton International operated 56 hotels outside the continental United States.

One of Hilton's greatest assets was his ability to introduce into the hotel business new concepts in management and procedures, some of which had been previously used in industry. For example, he introduced time and method studies, job analysis, job standards, safety programs, budgetary control, and pricing programs. In Hilton hotels, costs are controlled every day. A Hilton manager knows on a daily basis what his costs were for that day, what the needs will be for the next day (in terms of staff, supplies, equipment, and so forth), and is therefore able to reduce the possibility of either overstaffing or understaffing. The innovations which Hilton introduced led to great savings in operating costs. Hilton has, in many cases, been able to purchase a hotel which was losing money and, by the introduction of new management procedures and new uses for "idle" space, to turn the enterprise into a profit-making business.

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*Reference: Donald Lundberg, *The Hotel and Restaurant Business* (Boston: Cahners Publishing Co., 1974).

KEMMONS WILSON (1913-)*

The years following World War II saw a rapid growth in the number of motels in the United States. Many of these were called "mom-and-pop" operations, because they were owned and operated by a couple. Some lodgers, however, were dissatisfied with the quality of service provided by these motels. Among them was one Kemmons Wilson, a young entrepreneur born in Osceola, Arkansas. Before World War II, Wilson had a variety of successful businesses–from selling popcorn in a theater, to pinball machines, to airplane rides for a dollar, and to the construction business. After the War, he had the foresight to see the tremendous potential of the motel industry. In 1952, he opened the first Holiday Inn. The rooms were large, each was furnished with two double beds, children under 12 traveling with adults were not charged, and, most important, the motel had a restaurant. The motels in the chain which then developed had more rooms than most hotels and featured free television, a telephone, a swimming pool, and a restaurant–thus offering distinct advantages over many of the mom-and-pop motels.

Motels are cheaper to build than hotels (approximately $8,000 per room compared to $20,000-$30,000 per room) and can therefore offer a significant savings to the traveler. In addition, Holiday Inns are known for cleanliness, attractiveness and comfort not found in many of the smaller motels. These competitive advantages and sound management have made Holiday Inns the largest innkeeping operation in the world. They have more guest rooms than the Sheraton and Hilton Corporations combined.

One of the major advantages of the current Holiday system is that it is possible, through a computer system called Holidex, for the traveler to make reservations at any Holiday Inn at no cost to himself through a free telephone call. The traveler can be assured of uniform service and prices and menus at modest prices. Apparently, the American traveler likes such predictability, because Holiday Inns have prospered.

Wilson made every effort in the beginning to involve other businesspersons in the planning, owning and management of Holiday Inns. For example, Wilson involved his associates from the construction business whose knowledge permitted him to realize great savings in construction costs.

One key to the success of Holiday Inns has been the development of franchises. For a fee, an individual can buy the right to build a motel and use the Holiday Inn name; but he or she must conform to certain standards, designs and trademarks. In return, the franchisee gets advice and direction from the parent company, is able to purchase supplies, furniture, and equipment through the parent company at a reduced rate, can benefit from the reputation and systems (such as Holidex) associated with the company, and so forth. Holiday Inn, as the franchisor is able to grow and obtain a reasonable return on investment with minimum risk. Today, about 85% of the Holiday Inns are franchise operations; the remaining 15% are owned by the company.

One interesting characteristic of the Holiday Inn Corporation is that every employee is involved in a profit-sharing plan.

Holiday Inn Corporation is expanding in many directions. They are setting up small roadside, quick-service restaurants; there is the Holiday Press, an Innkeepers Supply Company, and so forth. There is some speculation that they will soon be involved as owners in travel agencies and in the airlines business.

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*References: Donald Lundberg, *The Hotel and Restaurant Business* (Boston: Cahners Publishing Co., 1974).

IT'S A PEOPLE BUSINESS

Much of a hotel or motels success depends on the attitudes and quality of service provided by its staff. The so-called "Front of the House" works mostly with guests and includes the desk clerk, reservations clerk, cashier, bellman, doorman, elevator operator, etc. The responsibility for creating a friendly and warm atmosphere for the guest rests largely with these employees. The guest wants to be made to feel welcome and this can be done only by other people.

So-called "Back of the House" employees include engineers, auditors and accountants, housekeeper and houseman, and so forth. Their contact with guests is limited. They are, however, often called when special problems arise (linen missing in a room, plumbing breaks down, a light bulb burns out, the television doesn't work, and so on). In such cases, guests are likely to be particularly annoyed, and the attitude of the hotel's staff is therefore especially important.

Many different skills are required by hotel and motel employees, depending, of course, on the nature of their jobs. Specialized skills include the ability to perform check-in, check-out and reservations procedures; ability to operate a switchboard or NCR machine; knowledge of rate structures; ability to identify repair needs, etc. Most jobs require very good communication and interpersonal skills: ability to listen and to communicate, telephone skills, correspondence skills, ability to provide information and directions and to coordinate activity. Others require that an individual be able to manage and supervise others (bell captain, assistant manager, manager, supervisor of housekeeping, head chef, front office manager, and so forth). Some of the managerial positions require a college degree in hotel and restaurant management and experience. Others, such as bellman or maid, require no special education and little experience.

For those who enjoy providing services to and working with people, there are many ideal occupations in the lodging field.

Employees have the opportunity to meet people from all over the world and from all walks of life and have some choice regarding location and hours of work.

UNIT I. FRONT OFFICE PROCEDURES

Student Materials

OVERVIEW

STUDENT ACTIVITIES	STUDENT MATERIALS
A. At the Desk	
Observe the tasks and skills of the front office personnel.	Information Sheets: The Front Desk Check-in Procedures Posting to the Folio Observation Guide
B. On the Phone	
Practice communication and interpersonal skills in simulated telephone conversations.	Information Sheet: Use of the Hotel Telephone Role Profiles–Front Desk Telephone Operator Role Profile–Other Person
C. On the Spot	
Practice decision-making skills in hypothetical front-office situations.	Case Studies

THE FRONT DESK

The guest probably has more contact with the front office than any other department of the hotel. It is here that the guest registers, receives his or her room key, picks up messages, pays the bill, and checks out. In many lodging facilities, the front desk is the place to find out more about the community and leave information for a "wake-up call."

When a guest arrives at the hotel, he or she may be greeted by the doorman who will assist him/her with baggage, and escort the guest to the front desk. At the front desk, the guest will be asked by the front desk clerk to complete a registration card with his/her name, address, business affiliation and method of payment and to show some form of identification. In some hotels, when advanced reservations have been made, the guest needs only to sign his/her name. The front desk clerk will then record additional information on the form such as, the room rate and room number and tell the guest his/her room number. The bell hop is then beckoned to direct the guest to his/her room and to help with the baggage. (In some hotels, the key is given directly to the guest.)

When the guest checks out, he/she may call the front desk to request a bellhop to take the baggage to the front desk. At that time, the guest returns his/her room key and the front desk clerk (or cashier in some hotels) presents the bill, often called a *folio*, which records all charges by the guest. The clerk asks the guest if he or she has had any charges which have not yet been posted on the folio. If all is in order the guest pays the hotel bill and sometimes also asks how to make reservations in the future.

The front desk is sometimes called the "lifeline" of the hotel. This is for two reasons. First, it has considerable guest contact. Second, the hotel accounting system is centralized at the front desk. Many hotels offer a wide range of services, such as, restaurants, gift shop, and parking. The guest can charge these services to his/her room rather than paying cash. Every time the guest signs for a bill to be charged to his or her room, a copy of that particular charge, e.g. breakfast at the coffee shop, must be forwarded to the front desk. Front desk personnel "post" this charge to the guest's folio; thereby, adding the charges to the client's total bill.

CHECK-IN PROCEDURES

When the guest approaches the front desk to register, he or she will be asked whether he or she has an advanced reservation. If yes, the front desk clerk will check the reservations file and room rack which indicates which rooms are occupied.

The front office clerk determines which room is available for the guest. The guest completes a form similar to the one shown below. In some hotels, this form is part of the reservations confirmation on the folio.

Registration Card

	Room No.	Rate	I WOULD LIKE TO HANDLE MY ACCOUNT BY: (Check One)	A SAFE IS PROVIDED FOR THE PROTECTION OF YOUR VALUABLES
Guest's Signature			☐ Cash ☐ Bank Americard	Folio Number 215066
Home Address: Street				I AGREE THAT MY LIABILITY FOR THIS BILL IS NOT WAIVED AND I AGREE TO BE HELD PERSONALLY LIABLE IN THE EVENT THAT THE COMPANY, OR ASSOCIATION FAILS TO PAY FOR THE FULL AMOUNT OF THE CHARGES.
City State			☐ Personal Check ☐ Master Charge	
Firm			☐ ______ (Other)	
I PLAN TO DEPART ON : DAY DATE			ACCOUNT PAYABLE, ON PRESENTATION OR DEPARTURE	

The hotel clerk writes the appropriate room number on the forms, provides the guest with a key and calls "Front" to signal the Bellhop.

For the new guest, a reservation rack slip similar to the one below is prepared and placed in the room rack. (Sometimes this is a copy of the form the guest signed).

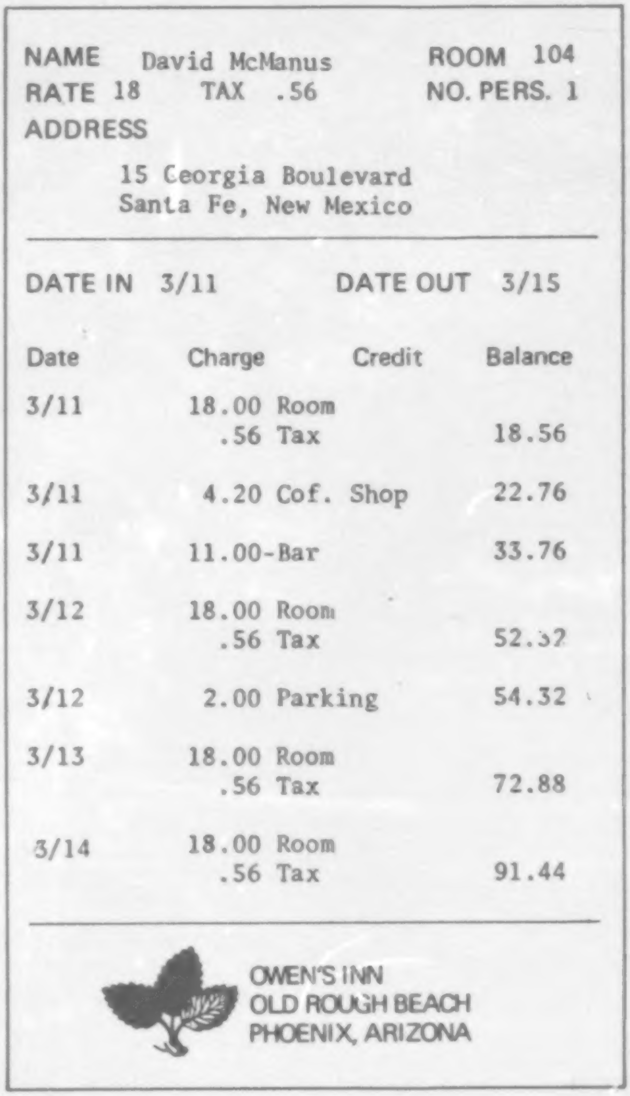
905	Edward m/m	8/12	(Departure Date)
(Room No.)	(Name)	8/4	(Arrival Date)

This rack slip indicates which room is occupied and by whom (Mr. and Mrs. Edward).

If the room is not available at that moment because the previous occupant has not checked out, the new guest is asked to wait in the lobby. In such instances, the form is marked RNA-Room Not Available, and the current guest is contacted to determine his or her check-out time.

POSTING TO THE FOLIO

When the guest signs for charges in the restaurant, lounge and other areas of the hotel, a copy of the charge is forwarded to the front desk and "posted" or added to the bill of the guest. In most hotels, this posting is done using an automatic cash registering machine. In smaller hotels, this posting is done by hand. To illustrate the process, below is a folio which has postings from several departments of the hotel along with the original slips which the guest used to sign the charges to the room. No slips are necessary for room expenses since those charges are made at the front desk.



NAME David McManus ROOM 104
RATE 18 TAX .56 NO. PERS. 1
ADDRESS

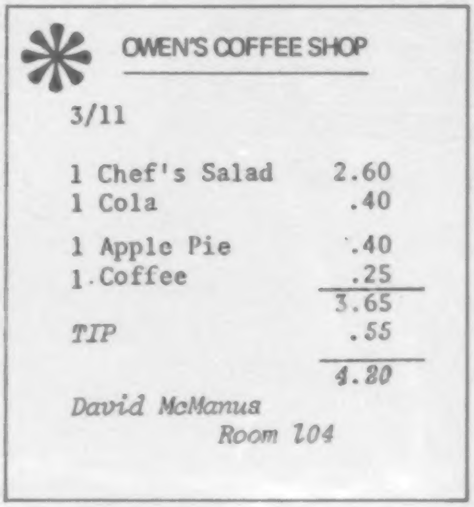
15 Georgia Boulevard
Santa Fe, New Mexico

DATE IN 3/11 DATE OUT 3/15

Date	Charge	Credit	Balance
3/11	18.00 Room .56 Tax		18.56
3/11	4.20 Cof. Shop		22.76
3/11	11.00-Bar		33.76
3/12	18.00 Room .56 Tax		52.32
3/12	2.00 Parking		54.32
3/13	18.00 Room .56 Tax		72.88
3/14	18.00 Room .56 Tax		91.44

OWEN'S INN
OLD ROUGH BEACH
PHOENIX, ARIZONA

CHARGE SLIPS

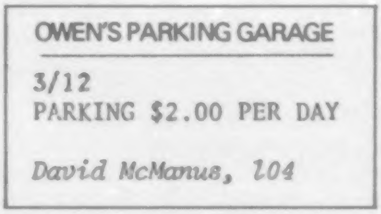


OWEN'S COFFEE SHOP

3/11

1 Chef's Salad	2.60
1 Cola	.40
1 Apple Pie	.40
1 Coffee	.25
	3.65
TIP	*.55*
	4.20

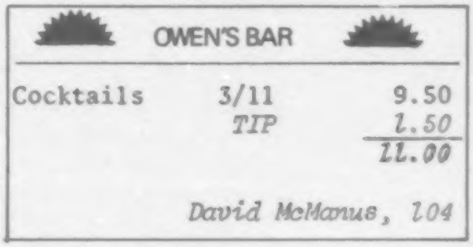
David McManus
Room 104



OWEN'S PARKING GARAGE

3/12
PARKING $2.00 PER DAY

David McManus, 104



OWEN'S BAR

Cocktails	3/11	9.50
	TIP	*1.50*
		11.00

David McManus, 104

Instructions

This observation guide should help you to pick out the specific tasks and skills of front office personnel. Take notes on each question in preparation for the class discussion.

1. What is the first thing the front office employee does when he/she greets the guest?

2. What information does the clerk ask of the guest?

3. What information does he/she provide for the guest?

4. Does the guest have to fill out any forms? ______ Yes ______ No

   If yes, how many?

   If possible to determine, what is the nature of these forms?

5. What does the clerk do with the information obtained from guest (if any was obtained)?

6. What does the clerk do as soon as the guest has completed the form?

7. How many guests did the clerk serve during the period of time you observed him/her?

8. Did he/she interact with anyone else besides guests? ______ Yes ______ No

   If yes, whom?

9. Did the front office clerk appear to be doing anything besides checking-in guest?
   Yes ______ No ______

   If yes, what other things was he/she doing?

10. Describe in one to two sentences the job of front office as indicated by your observation.

USE OF THE HOTEL TELEPHONE

People who are employed in reservations and front desk operations frequently use the telephone to communicate with guests, other departments of the hotel and persons outside the hotel (e.g., potential guests). It is important that hotel employees speak in a clear, distinct and friendly manner to insure that all questions are appropriately answered and all information from the other party is accurately obtained.

In most hotels, telephone operators handle calls coming in from outside the hotel. In smaller hotels, it is not unusual for one person to handle all telephone calls (inside and outside). However, many guests frequently call the front desk for all of their needs, since the guest assumes that the front desk will be able to refer them to the appropriate department.

Answering the Telephone

When answering the telephone, the employee should begin with a greeting, such as "Hello" or "Good Morning" and the name of the department, such as "Reservations" or "Front Desk." (When the front desk is the answering system for the entire hotel, the greeting would be followed by the name of the hotel.) If the caller asks to speak to a certain individual, the call should be transferred to the appropriate individual. In some hotels, the person who answers the telephone would have a list of registered guests so that calls can be easily transferred to the guest's rooms. In very large hotels with a sizeable number of guests and employees, the person answering the phone may need to ask, "Is this person a guest?" to determine whether the list of employees or the list of guests should be consulted.

Wake-Up

Hotels provide a service to guests called "wake-up." The guest will call and request to be awakened at a certain hour, or will say, "Could you ring room 508 tomorrow at 7:45?". The hotel employee receiving the wake-up calls has a form similar to the one below on which to record the wake-up calls to be made. Next to the times on this sheet are written the rooms which have to be called.

WAKE-UP LIST

Time	Room	Guest
7:00	303	Mr. Cohn
7:15	505	Mr. Hall
7:30		
7:45	207	Mrs. Tyler

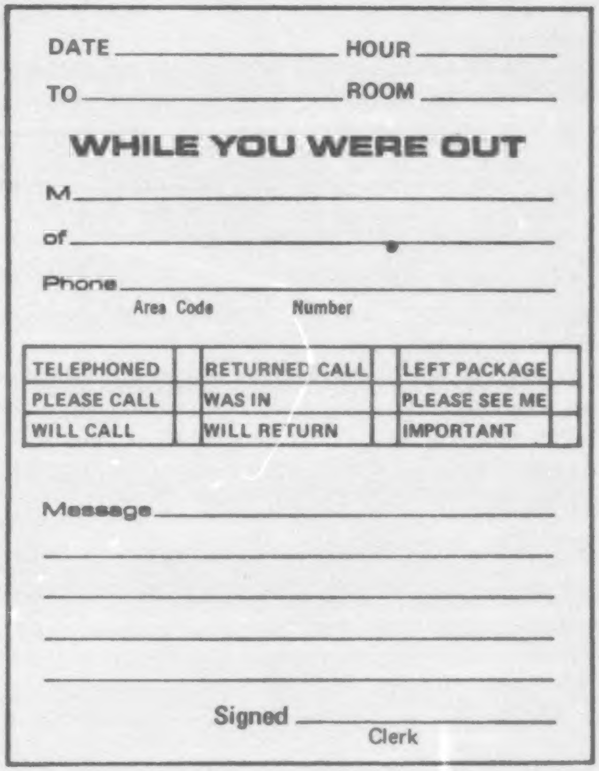
When making a wake-up call, the hotel employee calls the room at the appropriate time, says "Good Morning," and states the time. In some hotels, the employee calls the guest by name and perhaps even tells the guest what the weather is: "Good morning, Mr. Hall, it is 7:00 a.m. and sunny."

In some of the newer hotels, buzzer systems are used for wake-up. The guest still calls to request wake-up, but instead of a phone call, a buzzer in the guest's room wakes him/her at the appropriate time.

Calls for Guests

Many of the calls from outside the hotel are for guests. These calls are transferred to the guest's room. If the guest is not in, it is necessary for the front office to take a message. Message slips similar to the one below are used, and the hotel clerk's initials are signed at the bottom.

Most hotels have some indication in the room (e.g., red lights on telephone) to alert the guest when he/she returns that there is a message.



DATE ____________ HOUR ________

TO ____________ ROOM ________

WHILE YOU WERE OUT

M____________________

of____________________

Phone____________________
Area Code Number

TELEPHONED	☐	RETURNED CALL	☐	LEFT PACKAGE	☐
PLEASE CALL	☐	WAS IN	☐	PLEASE SEE ME	☐
WILL CALL	☐	WILL RETURN	☐	IMPORTANT	☐

Message____________________

Signed ____________
Clerk

Calls from Guests

In addition to wake-up requests, the guest may call the front desk for room service, a bellhop, additional towels, or repairs (for example, an air conditioner is not working properly). The person answering the phone must know whom to contact to take care of the guest's needs. In some hotels, the front desk will call the department that the guest needs. In other hotels, the guest is politely told, "Please call *Housekeeping* on Extension *10*."

Calls from other Departments

Other departments may "call in charges" for guests who are leaving shortly. For example, the restaurant may call to inform the front desk to add $2.85 to John Hope's bill, room 315. The front office clerk should record the name, room, charge and the name of the department where the charge was incurred.

Calls to other Departments

In some cases, the front desk clerk may need to call other departments to determine the charges which have not been put on a guest's folio. In these cases, the front desk calls the department and says "Hello, this is Carole from the Front Desk. Are there any charges for Mr. Hope in room 315 for this morning?" Once the other department provides the charges, the front desk records the charges and then posts the charges to the folio so that the guest can pay the appropriate charges.

In addition to inquiring about the room charges, the front desk clerk may need to call other departments to perform certain tasks for guests. For example, it may be necessary for the front desk clerk to call Housekeeping to deliver towels to Mr. Giles in room 756. It is important to be courteous in order to maintain good relations with other departments. The front desk clerk should say to Housekeeping, "Hello, this is Carole at the Front Desk. Could you deliver two towels to Mr. Giles in room 756? Thank You."

ROLE PROFILE–FRONT DESK
TELEPHONE OPERATOR
UNIT I B

Instructions

In this exercise, you will be playing the role of the front desk clerk. When the phone rings answer it properly and determine what needs to be done. If a subsequent phone call needs to be made, make the call to the appropriate person (student playing the "other person," this person plays the role of the guest and hotel employee).

As front desk clerk, you will be handling such things as charges to rooms, reservations, and wake-up calls. The forms which you will need for this exercise are provided below. If there are calls for Housekeeping or the bellhop, you call that department yourself for the guest.

In addition to calls you receive and have to make. there are already several wake-up calls which you must make (as shown on the schedule on the following page).

WAKE-UP SCHEDULE

7:15	Mr. Mastro, Room 1212 Mrs. Aherne, Room 811
7:30	Mrs. Pratt, Room 506
7:45	____________________
8:00	____________________

VIP	PAID	GTD	TA

Last Name First Name Arrival: Day Date Time

Departure

Address

Guaranteed by

Deposit Received $

Single	Double	Twin	1-BR Suite	2-BR Suite	Persons

REMARKS:

Made by

Company

Street

City & State

Phone

Clerk

Date

DATE ____________ HOUR ________

TO ____________ ROOM ________

WHILE YOU WERE OUT

M ____________________

of ____________________

Phone ____________________
Area Code Number

TELEPHONED	☐	RETURNED CALL	☐	LEFT PACKAGE	☐
PLEASE CALL	☐	WAS IN	☐	PLEASE SEE ME	☐
WILL CALL	☐	WILL RETURN	☐	IMPORTANT	☐

Message ____________________

____

____

____

____

Signed ____________
Clerk

CHARGE RECORD

Room No. ______ Guest ____________
Date ________
Department ____________
Amount: ________

____
Clerk

WAKE-UP RECORD

7:15 ____________________

____

7:30 ____________________

____

CHARGE RECORD

Room No. ______ Guest ____________
Date ________
Department ____________
Amount: ________

____
Clerk

Instructions

In this exercise, you will be the "other person." You will be the person calling the front desk and receiving calls from the front desk. Sometimes you will be the bellhop; other times, you will be a guest or housekeeper. Provided below are "sketches" of "telephone calls" which you are to make. Each of these calls is to the front desk. Since the front desk also has calls to make to you, allow some time to receive calls from the front desk. Since the front desk may be asking you some questions, attempt to answer those questions based upon what you know.

1. Could you ring room 711 at 7:15?
2. Could you send a bellman up to room 1101? I am checking out now.
3. Hello, this is Ester Travel in Juneau. I'd like to reserve a double room for Mr. and Mrs. Gary Gilbert for the evening of January 18th. Can you confirm that reservation? What is the charge?
4. There are not any towels here. Can you get me some towels?
5. Hi. What's a good restaurant around here that serves Italian food?
6. I have not been able to reach Mr. Poitreau in room 1278. Could you tell him that George called and will see him tomorrow at the State House?
7. This is the Health Club. Add $15.00 to Mr. Orkney's charge, room 703.

Instructions

Read the cases below and decide which action you think the front desk clerk ought to take. Remember that the hotel employee should try, within reason and within hotel policy, to maintain good relations with the guest.

Matt Stoddard

Matt Stoddard is the front office manager at the Portland Regency Hotel. Matt has just been called out of his office by one of the front desk clerks to speak with a customer who is quite angry. It seems that the customer had reserved a room for the night at the hotel but, upon arrival, discovered that there was not a room available. The customer shows Matt his Reservation Confirmation and in fact, the confirmation does show that a room was to be reserved for the customer. Unfortunately there are no rooms available. What should Matt do?

1. Apologize to the customer, and politely explain that the hotel made an error.
2. Apologize to the customer, explain that the hotel made an error and offer to arrange for a night's stay at a nearby hotel.
3. Apologize to the customer, explain that the hotel made an error, offer to arrange for a night's stay at a nearby hotel and pay for the customer's taxi fare to another hotel.
4. Explain to the customer that "sometimes things like this happen." Ask the customer what he thinks the hotel should do—kick somebody else out of a room?

Janice Newark

Janice Newark is the front desk clerk at Vacation Inn. Janice has just received a phone call from one of the guests who is complaining because there are not any clean towels in the room. The guest needs the towels immediately since he plans to go out shortly. Although each room is supplied with two towels, the guest used them both the previous night. The guest has tried, without success to reach the Housekeeping Department for delivery of additional towels. What should Janice tell the guest?

1. Politely inform the guest that each room is supplied with only two towels and the guest should not have used them both.
2. Politely inform the guest that it will not be possible to bring any more towels to the room since the housekeepers are very busy.
3. Tell the guest that the housekeepers are now working in the rooms of the hotel and suggest that the guest try to find a housekeeper.
4. Apologize for the inconvenience and tell the guest that will be brought towels to him as soon as possible. Then either call or dispatch someone to Housekeeping to bring towels to the guest.
5. Apologize for the inconvenience and tell the guest that she will personally bring him towels. Then leave the desk and get towels for the guest.
6. Tell the guest that towels are not her concern and that he should keep trying Housekeeping.

Harry Walker

Harry Walker is employed as front desk clerk at the Yellow Mountain Hotel. Harry has undergone one week's training in front office procedures. As part of his training, he was taught to "sell up," that is, to try to sell customers the more expensive rooms in the hotel.

On Harry's first day alone at the front desk a woman approaches the front desk and tells Harry that she would like to reserve a double room for her daughter and future son-in-law for the evening after their wedding. Recognizing that this is a good opportunity to "sell up," Harry suggests that she get The Continental Bridal Special for $65.00 per night. The woman seems quite interested and asks Harry what "the special" includes. However, Harry does not remember what it includes. What should Harry do now?

1. Tell the woman that he doesn't know but will find out later and call her back.
2. Tell the woman that it's a surprise.
3. Tell the woman that he doesn't know but will now contact someone in the hotel who will provide her with that information.
4. Tell the woman that she should come back when someone else is on the front desk.
5. Tell the woman he will get in trouble if he asks and she should call back later.

Aga Memnon

Aga Memnon, a front desk clerk at the Northside Manor, has just received a phone call from one of the guests. It seems that the guest had planned to check out at the regular hotel check out time of 1:00 P.M., but now finds that she will have to stay until 2:00 P.M. because of a luncheon meeting. Therefore the guest would like to check out at 2:00, instead of 1:00. Aga checks the room rack and the reservations file and sees all rooms are needed for the night. What should he do?

1. Allow the guest to check out at 2:00 at no extra charge.
2. Allow the guest to check out at 2:00 with an extra charge of $5.00.
3. Politely explain to the guest that all of the rooms are reserved. However, the guest may check out at 1:00 and leave the bags with the bellman until 2:00.
4. Tell the woman she can stay in the room until the new occupant checks in.
5. Tell the guest that "rules are rules" and she'll just have to get out.

UNIT II. RESERVATIONS

Student Materials

OVERVIEW

STUDENT ACTIVITY	STUDENT MATERIALS

A. Your Hotel
Practice using a lodging reservations system.
	Information Sheets
	    The Reservations Office
	    Why It Costs What It Does
	    Your Hotel Reservations System
	Reservations Chart
	Instructions
	Mail Box, Reservations Denied, and Reservations Confirmed cards
	Six Reservations Confirmation Forms
	Six Reservations Rack Slips
	Six Reservations Denial Forms
	Reservations Requests

THE RESERVATIONS OFFICE

Reservations Departments have been established to assist both the traveler and the lodging facility in making plans: the traveler wants to be assured of a room upon arrival and the hotel wants to reserve rooms to be assured of as "full a house" as possible. (In the hotel business, an empty room is lost money which cannot be recovered.)

Reservations personnel use a variety of systems to keep track of the rooms which are reserved. However, a part of most reservations systems is a *reservations chart* which shows the availability of rooms. This chart indicates the rooms of the hotel and the dates for which reservations are to be made. Rooms are "blocked out" to indicate that a reservation has been made for certain days. Some hotels block out specific rooms, e.g., rooms 301 and 302, whereas other hotels block out type, e.g., single or double rooms.

Most lodging facilities also use some type of *reservation rack*. This rack allows for the filing of "rack slips" on which information about the specific reservation has been recorded. Special color or initial codes are used to indicate special reservations, such as those made by a travel agent (TA) or VIP (very important person). Because hotels generally provide travel agents with a 10% commission, it is necessary to make a notation on the reservations rack slip so that the commission can be paid. A guaranteed reservation (GTD) refers to those reservations which will be paid by the client whether or not he or she appears.

Reservations personnel also complete *reservations confirmation* forms to communicate to the guest or the guest's travel agent that the reservation has been accepted. When the guest cannot be accommodated because of a projected "full house," the guest is notified that the reservation cannot be accepted.

Accuracy is of utmost importance in the reservations office and the reservations clerk keeps copies of all the correspondence between the hotel and the person making reservations. Reservations which are confirmed are filed in alphabetical order by date of expected arrival. Reservations denied are filed in alphabetical order. Should the guest appear and request a room, the hotel will be able to substantiate that the reservation had been denied.

At one time, reservations were handled primarily through the mail. Now most reservations are handled over the phone. Therefore, the hotel reservations clerk can confirm the reservation when the client requests a room. There is an increasing trend towards the utilization of the computer in reservations system. If you look into the hotel reservations office, usually located behind the front desk, you may see a small computer terminal located there. Some of the larger hotel chains have centralized reservations systems which allow for the transmittal of reservations information from the central system to each individual hotel.

YOUR HOTEL RESERVATIONS SYSTEM

Your Hotel is considered one of the best in the area. Consequently, clients make reservations well in advance. You have developed a simple reservations procedure which involves using Your Hotel Reservations Chart, Reservations Rack Forms, Reservations Confirmations, and Reservations Denials.

Your Hotel Reservations Chart (attached)

This Chart is used to indicate the number of rooms of each specific type (e.g., single or twin) which have been reserved for a specific night. (Since guests are charged by the night, a guest who plans to arrive on November 7th and check out on November 8th is considered to be a reservation for November 7.)

The second column on the Chart indicates the total number of rooms available by type. For example, there are 10 single rooms in Your Hotel. The section labelled *Reservations By Date* provides the number of rooms which have been reserved for specific dates. For example, sixteen double rooms have been reserved for the evening of November 7th.

In order to determine whether there is room for a guest who requests a reservation, it is necessary to first check the reservations chart to see if a room is available. There is a room available if the number of that type of room for the dates requested is less than the total number of rooms of that type available in the hotel. For example, if a guest requests a double room for the evening of November 8th, the chart indicates that fourteen of the rooms have been reserved. Since there are twenty double rooms in the hotel, the guest can be accommodated. You would then change the number 14 to number 15 to indicate that now fifteen double rooms have been reserved for November 8th. In addition, it is necessary to prepare a *Reservations Rack Slip* and a *Reservations Confirmation*.

Reservations Rack Slip (attached)

This form is used to keep track of the individuals for whom reservations have been made. The form has space to record the name of the guest, type of room reserved, name of person making reservation, and length of stay. Ordinarily, two copies of this form are completed. One is filed in the reservations rack. The other is filed with all correspondence from the guest, alphabetically by date of arrival. You will notice that there are small boxes at the top of this form. These abbreviations indicate special reservations situations:

VIP is used for those reservations of special celebrities or dignitaries.

PAID is used for those reservations which have been paid in advance.

GTD is used for a guaranteed reservation, i.e., when payment is guaranteed by the travel agent or the client's firm.

TA is used to indicate that a travel agent has made the reservation.

At Your Hotel, when any of these special categories apply, you place paper clips over each of the boxes which apply.

Reservations Confirmation (attached)

It is the policy of the hotel to notify the guest or travel agent (if reservation is made by travel agent) that the reservation has been confirmed. Once the rack slip is completed, the Reservation Confirmation is completed and mailed to either the guest or his travel agent.

Reservations Denial (attached)

When there is not a room available for the guest, even if it is only for one night of the days requested by the guest, the reservation is refused. Two copies of the Reservations Denial are made at Your Hotel. One is sent to the client or agent requesting a reservation. The second copy is retained by the hotel and filed alphabetically with the original correspondence.

RESERVATIONS RACK SLIP

VIP	PAID	GTD	TA

Last Name ____ First Name ____ Arrival: Day ____ Date ____ Time ____

____ Departure ____

Address ____ Guaranteed by ____

____ ____

____ Deposit Received $ ____

Single	Double	Twin	1-BR Suite	2-BR Suite	Persons

REMARKS:

Made by ____

Company ____

Street ____

City & State ____

Phone ____

Clerk ____

Date ____

RESERVATION CONFIRMATION

We are pleased to confirm the reservation of ____________________

____
Name

____
Address

Single ☐ Double ☐ Twin ☐ 1-BR Suite ☐ 2-BR Suite ☐

☐ We acknowledge receipt of your deposit of $ __________

☐ Please forward a deposit in the amount of $ __________

☐ Reservation is guaranteed by ____________________

Clerk ________________

RESERVATION DENIAL

Unfortunately we are not able to confirm your reservation for __________

Name ____________________

Address ____________________

____

We hope that you will be able to join us at another time.

Clerk ________________

Lodging: II-S-6

YOUR HOTEL RESERVATION CHART

Type of Room	Total Available	Reservations by Date																		
		11/1	11/2	11/3	11/4	11/5	11/6	11/7	11/8	11/9	11/10	11/11	11/12	11/13	11/14	11/15	11/16	-17	-18	-19
Single	10	10	10	10	9	7	10	9	7	8	8	7	9	10	10	4	2	4	3	3
Double	20	20	20	20	19	20	17	6	14	18	18	18	18	19	19	10	8	6	9	5
Twin	20	18	18	18	17	14	14	11	12	11	9	8	8	18	18	14	9	6	6	4
1-BR Suite	5	5	5	5	4	4	4	5	3	3	3	4	4	4	5	5	4	2	2	2
2-BR Suite	5	4	3	3	5	4	5	5	5	5	5	3	3	4	5	4	4	3	3	3

WHY DOES IT COST WHAT IT DOES?

Hotels have to set room rates at a price which is high enough to give them a profit but not so high that people won't stay in their hotel. According to Donald Lundberg in *The Hotel and Restaurant Business*, the Hubbart formula is the best known plan for arriving at a room rate. By Hubbart's formula, the hotel management divides the number of rooms they expect to sell into the amount of money they "need" to make.

The hotel operators first have to estimate how many rooms will be taken in the coming year. If a 200 room hotel is usually 75% full (i.e. an average of 150 rooms each night are taken), then the estimated occupancy for the hotel is 150 X 365 or 54,750 rooms/per year.

Next, the hotel operators have to determine what they "need" to make. They need to make enough money to "break-even," that is, to pay all their bills, and to make a profit. For example, the 200 room hotel might need to pay the following expenses:

Operating expenses (salaries, supplies, maintenance, advertising, etc.)	$380,000
Taxes, Insurance, Depreciation, Interest	120,000
	$500,000 a year

If they want to make $300,000 profit from the hotel they will "need" to take in $800,000 over the year.

According to Hubbart's formula, the hotel operators divide the number of rooms estimated to be taken (54,750) into the amount of revenue needed ($800,000). $800,000 ÷ 54,750 = $14.61. So the hotel needs to figure its room rates to average $14.61. Prices, of course, might vary from $11.00 for a single room with no view to over $100 for a suite.

Besides Hubbart's formula, another way of estimating room rates is to charge $1.00 for every $1,000 invested in a room. Investment in the room includes all the costs of building the hotel. If a hotel with 200 rooms cost $3,000,000 to build, then each room could be said to cost $15,000 to build. At $1.00 for each $1,000, the average room rate would be $15.00.

In setting rates, the hotel also has to keep in mind what is called the *break-even point*. The *break-even point* is based on the number of rooms which have to be sold for the hotel to pay its expenses–not making any profit. The break-even point is, hopefully, lower than the number of rooms which are sold–or else the hotel will make no profit. The hotel described above might have an average room rate of $15.00 and expenses of $500,000. Since $500,000 ÷ 365 days is $1,369.80 a day, the hotel needs $1,369.80 each day to *break-even*. Remember this is without making any profit. If the average room rate is $15.00, the hotel must sell 91 rooms to break-even. Ninety-one rooms is over 45% of the possible occupancy–so the break-even point is 45%. If occupancy falls below 45% for very long, the hotel is in trouble.

In this exercise, you will be performing the function of the reservationsclerk at Your Hotel. You will be following the same procedures described in the description of *Your Hotel Reservations System.* In addition to Your Hotel Reservations Chart, you will need a supply of Reservations Rack Slips, Reservations Confirmations, Reservations Denials, and paper clips.

Your teacher will supply you with some reservation requests. Separate the requests and put them in the order of receipt indicated by the number in the upper left hand corner.

For Each Reservation Request

1. Check Your Hotel Reservations Chart to determine if there is a room available for the dates and type of room requested.
2. *If there is a room available:*
    - A. Change the numbers on Your Hotel Reservations Chart to reflect the new reservations.
    - B. Complete a Reservations Rack Slip. Attach paper clips at the top, as appropriate. Also attach original correspondence.
    - C. "File" the Reservations Rack Slips with the correspondence attached in the Reservations Confirmed pile. (File alphabetically by date of arrival.)
    - D. Complete a Reservations Confirmation. Place in Mail Box.
3. *If there is not a room available:*
    - A. Complete two Reservations Denial Forms.Put one in Mail Box.
    - B. Attach Reservation Request to back of second form and place in Reservations Denied pile. ("File" alphabetically.)

MAIL BOX
RESERVATIONS DENIED
RESERVATIONS CONFIRMED

MAIL
BOX

RESERVATIONS
DENIED

RESERVATIONS
CONFIRMED

RESERVATION CONFIRMATION

We are pleased to confirm the reservation of ______________________________

____
Name

____
Address

Single ☐ Double ☐ Twin ☐ 1-BR Suite ☐ 2-BR Suite ☐

☐ We acknowledge receipt of your deposit of $ ______________

☐ Please forward a deposit in the amount of $ ______________

☐ Reservation is guaranteed by ______________________

Clerk ______________________

RESERVATIONS RACK SLIP
UNIT II A

RESERVATIONS RACK SLIP

VIP	PAID	GTD	TA

Last Name First Name Arrival: Day Date Time

Departure

Address

Guaranteed by

Deposit Received $

Single	Double	Twin	1-BR Suite	2-BR Suite	Persons

REMARKS:

Made by

Company

Street

City & State

Phone

Clerk

Date

RESERVATIONS DENIAL
UNIT II A

RESERVATION DENIAL

Unfortunately we are not able to confirm your reservation for ____________

Name ______________________

Address ____________________

____

We hope that you will be able to join us at another time.

Clerk ______________________

RESERVATIONS REQUESTS
UNIT II A

1.

GLOBE TRAVEL AGENCY
315 Estelle Avenue
Regency, Montana

Please make reservations for the following guest:

King Alphonse
Valley of Wojod

Client will arrive 11/7; depart 11/8. 1-BR Suite pref.

2.

509 Clark Street
Hollywood, California

Please reserve one double room for my wife and me from 11/2 through the night of 11/6.

Dean Judd

3.

Please reserve twin for:

Mr. George Hilyard
15 Ginger Road
Atlanta, Georgia

Arrive: 11/3
Depart: 11/11

4.

Please reserve one double room for:

Ms. Donna O'Brien
1897 Wilcox Drive
Hillsdale, New Hampshire

Arrive: 11/2
Depart: 11/6

5.

I am pleased to inform you that Lionel Chase, the famous pianist, has chosen to stay at your hotel from 11/2 to 11/4. Please reserve a double room for us.

Thank you.

Mrs. Lionel Chase
189 Chase Street
Stillwater, Oklahoma

6.

WORLD TRAVEL
32 Atlas Park
Juneau, Alaska

Please make reservations for Jeffrey Humber, for one-single room. Arrival Date: 11/2. Departure Date: 11/7. Reservation guaranteed by U.S. Holography Corporation.

7.

Enclosed please find deposit of $25.00 to hold the following reservation.

Mimi Danzell
2-Bedroom Suite
11/3-11/12.

Thank you.

M. Danzel
2 Lowther Ct.
Ridgewood, N.J.

8.

Please reserve one two-bedroom suite for Eric Potter, family of four (4). Enclosed please find deposit check of $100.00 Arrive 11/2, Depart 11/5,

E. Potter
15 Kennedy Highway
Toledo, Ohio

UNIT III. CONVENTION PLANNING

Students Materials

OVERVIEW

STUDENT ACTIVITIES	STUDENT MATERIALS
A. Let's Get It Together Participate in a simulated negotiation between the client and hotel convention coordinator.	Information sheet: The Sales/Convention Department Client A– Role Profile A Worksheet A Client B– Role Profile B Worksheet B Hotel C– Role Profile C Worksheet C Arrangement Chart C Menus C Hotel D– Role Profile D Worksheet D Arrangement Chart D Menus D Agreement Letter
B. Where Do We Put Them? Practice filling out reservations chart for large groups.	Instructions Reservations Chart 1 Reservations Chart 2 Memorandum
C. Now What Do I Do? Practice decision-making skills appropriate to convention coordinators.	Information Sheet: Running the Conference Case Studies

THE SALES CONVENTION DEPARTMENT

The Sales/Convention Departments in large hotels or motels are generally responsible for publicizing their hotel's facilities and services to attract groups (usually large organizations or associations) which might be interested in utilizing the hotel for conventions and/or conferences. Many large hotels and downtown motor inns depend on convention business for a large percentage of their revenue; therefore, the role of the Sales/Convention Department is very important to the hotel or motel both in securing convention contracts and in helping to insure that the quality of service provided during the convention is such that the group or organization considers returning for another engagement. Hotels and motels sometimes have to compete with newly developed convention centers which have been built and designed exclusively for use as conference facilities. Such centers often provide extensive and attractive grounds, a wider range of audio-visual equipment, and more meeting rooms than do average hotels.

The Sales/Convention Department of a hotel or motel uses a variety of means to publicize its services. Pamphlets are printed which describe the services and rates and emphasize the strengths of the facility such as location, entertainment services, proximity to major transportation services (airports, interstate highways), attractiveness of rooms and so forth. Most convention business, however, depends largely upon the client's satisfaction with the services they receive. Through word-of-mouth communication, a hotel can develop a good or bad reputation as a convention center. Such a reputation can have greater impact on a prospective client's decision to contract with a hotel than do routine printed promotional materials.

It is clear that the Sales Department's job does not end when a convention contract is secured. The Sales Department must make every effort to insure that the convention operates smoothly and efficiently and that other hotel departments providing services to the convention know their responsibilities (room set-up, schedules, coffee breaks, special equipment, etc.) Often, special arrangements for check-in and check-out have to be made with the front office. For example, it is not unusual for the sponsoring organization to pay for participants' rooms, in which case special front office records must be kept.

A good Sales/Convention Department is basic to the financial success of any hotel or motel which handles convention business. Work in this department can be interesting and challenging. The coordinator must have good interpersonal and communication skills both for working with clients and with other departments in the lodging facility.

Convention Shopping

Just as a hotel or motel has a Sales/Convention Department, the organization planning a convention usually has one or more people responsible for planning and monitoring the convention or conference. Arrangements are made primarily between these representatives and the hotel convention coordinator.

The demand for the convention facilities of certain large and well-known hotels is sometimes so great that those organizations which have regularly scheduled meetings and conventions reserve convention facilities three, five or even ten years in advance. Such advance commitment is especially important to those conventions or conferences which will utilize a large number of rooms. The prospective client usually visits the hotel and discusses with the hotel convention coordinator the client's needs in terms of the number of rooms, schedule, equipment, arrangements for meals, and so forth. Both parties review a floor plan of the hotel's meeting rooms, and tentative selection of rooms is made. At this point, the client either makes a final selection of rooms or may return to his organization for further consultation.

Decisions have to be made before the convention about arrangements of tables and chairs (e.g., horseshoe, L-shaped, circle, etc.), specifications for special equipment (movie screens, projectors, partitions, podiums, blackboards, etc.) and so forth. Sometimes needed services or equipment (e.g., audio-visual equipment) are not available through the hotel. In such cases, the client has to contract with an outside firm. The hotel is not responsible for delivery in such contracts between the client and the outside contractor.

The Final Agreement

Formal agreements, usually in the form of a detailed letter from the hotel to the client, are drawn up once decisions have been made about rooms, rates, support services, dates, and so forth.

Letters of agreement usually specify the following:

- Number and location of lodging rooms to be reserved; price and dates.
- Meeting rooms to be reserved; price and dates. (Often, if the client is reserving a large block of lodging rooms for the convention, the hotel provides meeting room space free of charge or a reduced rate.) This is not always the case, however.
- Any special arrangements for meals to be paid for by the convention sponsors, price, place where meals will be served, dates, number to be served. The letter agreement may specify what the menu will be.
- Special equipment needs (if equipment is provided by the hotel). Some equipment (blackboards, podiums) are supplied free of charge. A modest rental fee is sometimes charged for more expensive equipment.
- Payment schedule (policy on payment schedules varies among hotels).
- Amount of deposit required.
- Cancellation clause.

The hotel usually requires a deposit to protect itself and as an indication of good faith from the client. The cancellation clause sets a date after which cancellation will cause the client to lose the deposit, and in some case, to pay an additional fee to compensate the hotel for projected lost revenues. Sometimes the amount of this penalty fee depends on whether or not the hotel is able to rent the space to another client.

CLIENT A–DAN NEWMAN, GLOBAL CLEANERS ASSOCIATED

Instructions

In this activity you must decide whether to have your convention at the Shark's Teeth Hotel or the Oblivion Manor. When you meet with the convention coordinators of these hotels, explain your requirements and find out what the hotel can provide. Since you are bringing a great deal of business to the hotel, you should attempt to negotiate certain items such as the cost of meeting rooms, sleeping rooms and suites. You should also select meals and meeting rooms, including set-up or style of rooms. Once you have negotiated with each hotel convention coordinator, complete the worksheet which accompanies these instructions. Take notes on any special features of the hotel. Do the same at the next hotel. Then, you will be asked to decide where you would like to hold your convention. Be prepared to justify your decision.

You have been selected to plan and arrange the annual convention of the Global Cleaners Association. This is an organization of manufacturers of cleaners who meet every year to discuss the latest developments in the household cleaning industry. Two hundred people from all over the country attend the convention, which is held in a different city each year.

Description of the Convention

The convention is scheduled for one day only. The participants arrive on Monday evening at the hotel and check out Tuesday after lunch. Therefore, you will need room accommodations for one night and two meals–breakfast and lunch on Tuesday. Global Cleaners will pay the cost of the rooms, based on double occupancy (two to each room) and all meals.

The specific requirements are listed below.

Sleeping Room Requirements: 100 double-occupancy rooms for Monday night.

Meals: Breakfast and lunch on Tuesday. You would like the meals served banquet style, i.e., all of the participants eating together in a banquet room with the same meal.

Meeting Rooms: You would like one meeting room for two hundred people on Monday evening, and four meeting rooms all day on Tuesday, one for one hundred people and three meeting rooms for about thirty-five people each.

Suites: You would like one suite for the convention organizers.

Global Cleaners has allocated $8500 to cover the cost of the convention. This includes the cost of sleeping rooms, two meals, and meeting rooms. You would like to spend less than this amount if possible. However, you want to find a hotel that will meet the convention requirements.

Today you will be meeting first with Roger Whitestone, convention coordinator of the Oblivion Manor, and then with Frank Star, convention coordinator at the Shark's Teeth Hotel. In each meeting, be certain to explain the requirements of your convention and determine whether the hotel can meet your needs at a reasonable price.

DAN NEWMAN, GLOBAL CLEANERS

NAME OF HOTEL ____________________

SLEEPING ROOMS

NO. OF PARTICIPANTS	COST OF GUEST ROOMS	TOTAL
200	$__________	$______

MEALS	SELECTION	NO. OF PARTICIPANTS	COST	TOTAL
BREAKFAST		200		
LUNCH		200		
DINNER				

MEETING ROOMS	NO. OF PARTICIPANTS	ARRANGEMENT	COST

OTHER COSTS AND INFORMATION

CLIENT B–GENE JEFFERSON, AMERICAN FUTURISTS

Instructions

In this activity you must decide whether to have your convention at the Shark's Teeth Hotel or the Oblivion Manor. When you meet with the convention coordinators of these hotels, explain your requirements and find out what the hotel can provide. Since you are bringing a great deal of business to the hotel, you should attempt to negotiate certain items such as the cost of meeting rooms, sleeping rooms and suites. You should also select meals and meeting rooms, including set-up or style of rooms. Once you have negotiated with each hotel convention coordinator, complete the worksheet which accompanies these instructions. Take notes on any special features of the hotel. Do the same at the next hotel. Then you will be asked to decide where you would like to hold your convention. Be prepared to justify your decision.

You have been selected to plan arrange the annual conference of the American Futurists. This is an organization which gathers every year to discuss recent technological innovations. One hundred people from all over the country attend the conference, which is held in a different city each year.

Description of the Convention

The convention is scheduled for one day only. The participants arrive on Wednesday evening at the hotel and check-out on Thursday after dinner. Therefore, you will need room accommodations for one night and three meals on Thursday. American Futurists will pay the cost of the rooms, based on double occupancy (two to each room) and all three meals.

The specific requirements are listed below.

Sleeping Room Requirements: 50 double occupancy rooms for Wednesday night.

Meals: Breakfast, lunch and dinner on Thursday. You would like the meals served banquet-style, i.e., all of the participants eating the same meal together in a banquet room.

Meeting Rooms: You need one meeting room for one hundred people on Thursday morning and three rooms for approximately thirty-five participants each on Thursday afternoon.

Suite: You would like to get a suite for the convention organizers.

American Futurists has allocated $4500 to cover the cost of the convention. This includes the cost of sleeping rooms, meals and meeting rooms. You would like to spend less than this amount if possible. However, you want to find a hotel that will meet the conference requirements.

Today you will be meeting first with Frank Star, convention coordinator of the Shark's Teeth Hotel, and then with Roger Whitestone, convention coordinator of the Oblivion Manor. In each meeting, be sure to explain the requirements of your conference and determine whether the hotel can meet your needs, at a reasonable price.

GENE JEFFERSON, AMERICAN FUTURISTS

NAME OF HOTEL ______________________

SLEEPING ROOMS

NO. OF PARTICIPANTS	COST OF GUEST ROOMS	TOTAL
100	$______	$______

MEALS	SELECTION	NO. OF PARTICIPANTS	COST	TOTAL
BREAKFAST		100		
LUNCH		100		
DINNER		100		

MEETING ROOMS	NO. OF PARTICIPANTS	ARRANGEMENT	COST

OTHER COSTS AND INFORMATION

HOTEL C. FRANK STAR, SHARK'S TEETH HOTEL

Instructions

In this activity you must attempt to get the convention business of the American Futurists, represented by Gene Jefferson, and the Global Cleaners Association, represented by Dan Newman. When you meet with the clients, describe your hotel and determine the needs of the clients. With each client, you should negotiate room rates, as much as you are allowed, select menu items, and meeting rooms, discuss layout needed by the client, and attempt to obtain the client's business.

Once you have negotiated with each client, complete the worksheet which accompanies these materials. After the client has spoken to both you and the other convention coordinator, the client will decide which hotel will get his convention.

You have been the convention coordinator at the Shark's Teeth Hotel for the past five years. You are quite proud of the Shark's Teeth since it is a well-appointed hotel, with fine furniture and draperies in the lobbies and 160 guest rooms. The hotel is situated near the airport (only five minutes by taxi) and is a short distance to the downtown area.

As convention coordinator, your responsibility is to make certain that the client understands all the options available at the hotel and that you understand all the needs of the client. In this way, you are able to work out the best plan for the client and the hotel.

Provided below are some of the features of your hotel.

Sleeping Rooms: Spacious sleeping rooms, each with two double beds.

The regular rate at your hotel for sleeping rooms is $28.00 per person, based on two to a room (double-occupancy). This does not include meals. For conventions, a lower rate of $26.00 per person is used, based on double-occupancy.

You sometimes offer a double-occupancy room rate of as low as $23.00 per person, for groups of fifty or more.

Meal Plans: For conventions, the Shark's Teeth offers a plan with group meals, that is, the hotel provides banquet (group) meals with all of the conferees in one room. For banquet meals, the same meal is served to all participants. The charge for the meals depends upon the menu items selected by the client. The hotel's menus are included with these materials.

Suites: The hotel has ten suites with parlor rooms and bedrooms. It is the hotel policy to provide one suite free for every fifty rooms reserved.

Meeting Rooms: The hotel has five meeting rooms:

Red Room – seats 500 people auditorium style, 250 schoolroom style.

Blue Room – seats 300 people auditorium style, 250 schoolroom style (This room can be subdivided into Blue-A and Blue-B, each accomodating 150 auditorium style, or 125 schoolroom style).

Green, Gold, Yellow Rooms – Each of these rooms will accomodate 200 people auditorium style, 100 people round-table style, or 50 people Board of Directors style, T-shape, or U-shape.

Diagrams of these shapes are included with these materials. The charge of the meeting rooms is $25.00 each per day. This charge is to cover the hotel's cost of setting up the rooms.

You will soon be meeting with two prospective clients: Gene Jefferson from the American Futurists, and Dan Newman from Global Cleaners Associated. Be sure that you determine what the clients need and explain what your hotel has to offer. Your goal is for the client to select your hotel.

FRANK STAR, SHARK'S TEETH HOTEL

NAME OF CLIENT ______________________

SLEEPING ROOMS

NO. OF PARTICIPANTS	COST OF GUEST ROOMS	TOTAL
100	$ __________	$ ______

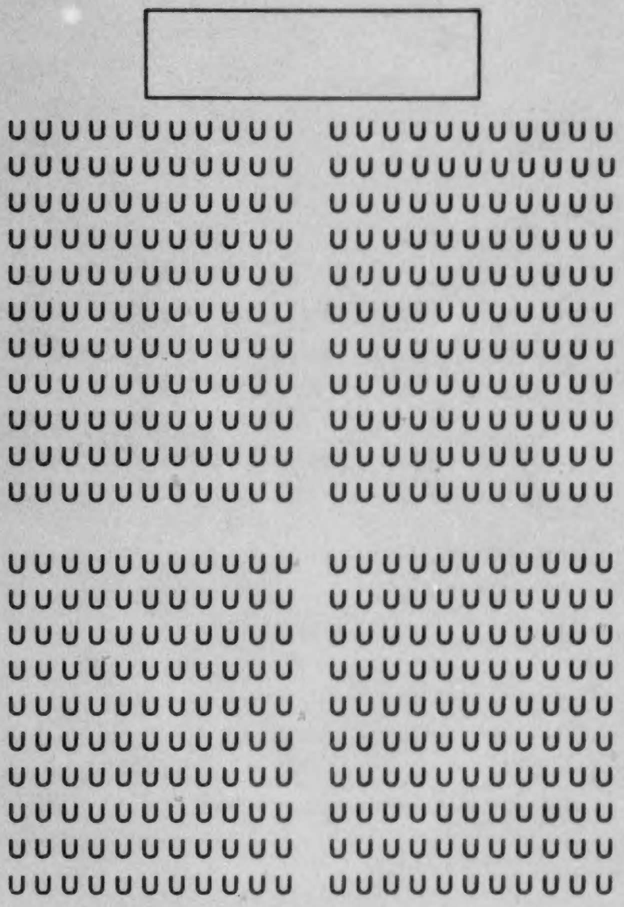
MEALS	SELECTION	NO. OF PARTICIPANTS	COST	TOTAL
BREAKFAST				
LUNCH				
DINNER				

MEETING ROOMS	NO. OF PARTICIPANTS	ARRANGEMENT	COST

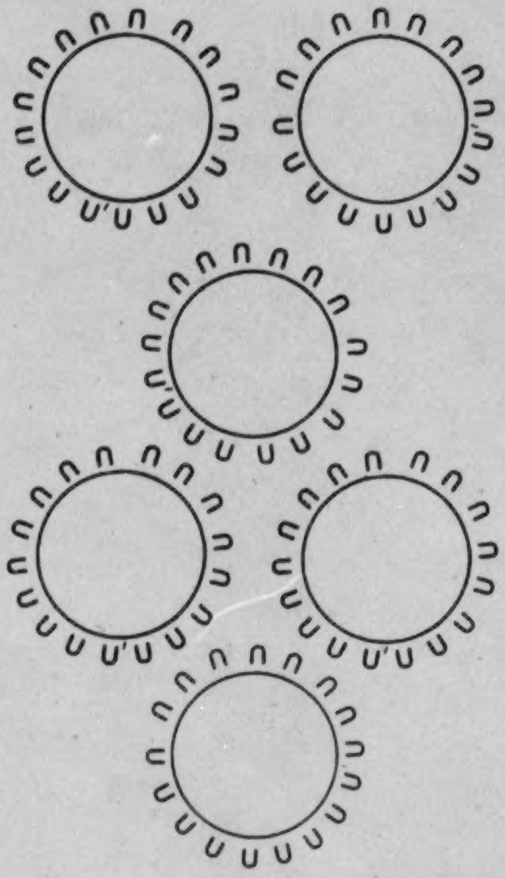
OTHER COSTS AND INFORMATION

ARRANGEMENT CHART C
UNIT III A

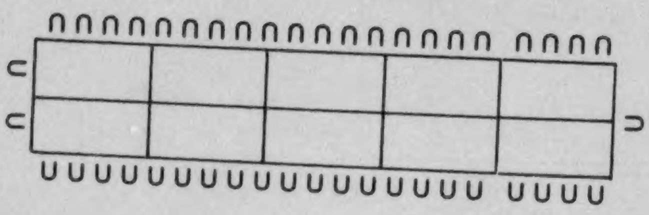
ROOM ARRANGEMENTS



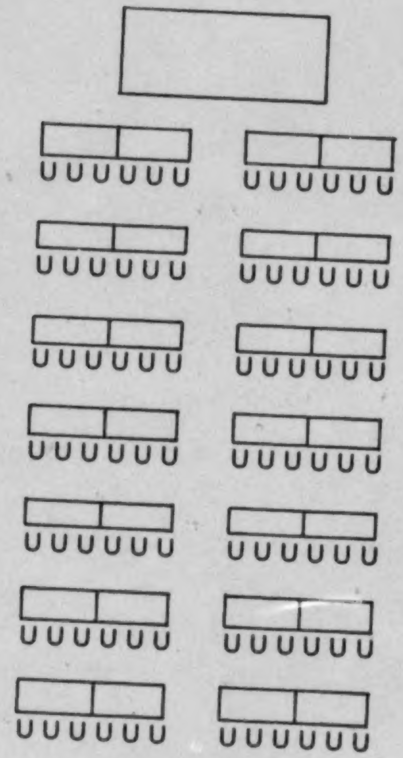
AUDITORIUM STYLE



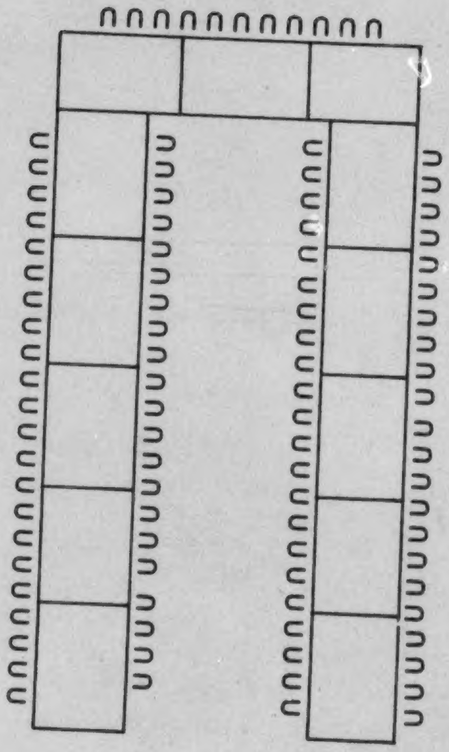
ROUND TABLES STYLE



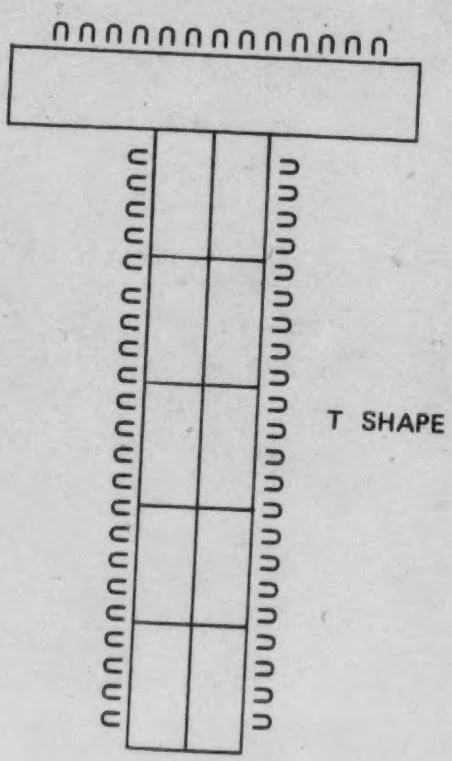
BOARD OF DIRECTORS STYLE



SCHOOLROOM STYLE



U SHAPE STYLE



T SHAPE STYLE

SHARK'S TEETH HOTEL

CONVENTION MENUS

Breakfast	$ 3.00 per person

Buffet Breakfast consisting of Juice, Eggs, Bacon, Toast, Pancakes, and Coffee

Lunch

All lunches include soup or juice, beverage, vegetables, dessert and choice of one of the following:

Salisbury Steak	$ 3.50 per person
Roast Chicken	4.00
Yankee Pot Roast	4.50
Hamburger Platter	3.00
Fried Filet of Sole	3.50
Chef's Salad	3.00

Dinner

All dinners include fruit cocktail or soup, salad, vegetables, beverage, dessert and one of the following:

Cornish Hen	$ 8.00
Yankee Pot Roast	7.00
Roast Beef	9.50
Sirloin Steak	10.50
Baked Stuffed Shrimp	10.50
Broiled Scallops	9.00

All prices include Tax and Gratuity.

ROLE PROFILE D
UNIT III A

HOTEL D. ROGER WHITESTONE, OBLIVION MANOR

Instructions

In this activity you must attempt to get the convention business of the American Futurists, represented by Gene Jefferson, and the Global Cleaners Association, represented by Dan Newman. When you meet with the clients, describe your hotel and determine the needs of the clients. With each client, you should negotiate room rates, as much as you are allowed, select menu items, select meeting rooms, including layout needed by your client, and attempt to obtain the client's business.

Once you have negotiated with each client, complete the worksheet which accompanies these instructions. After the client has spoken to both you and the other convention coordinator, the client will decide which hotel will get his convention.

You have been the convention coordinator at the Oblivion Manor for several years. You are quite proud of the Oblivion since it is one of the best-run hotels in town. The hotel is one of the oldest in town, and while retaining its old charm, has been completely modernized with a beautiful lobby, modern bathrooms, and 180 spacious guest rooms. The hotel is located in the center of town and is only a short, ten-minute ride from the airport.

As convention coordinator, your responsibility is to make certain the client understands all of the options available at the hotel and that you understand all of the needs of the client. In this way, you are able to work out the best plan for your client and the hotel.

Provided below is a description of some of the features of your hotel.

Sleeping Rooms: Spacious sleeping rooms, each with two double beds. The regular rate at your hotel for sleeping rooms is $29.00 per person, based on double-occupancy (two to a room). This does not include meals. For conventions, a lower rate of $27.00 per person based on double-occupancy is offered.

You sometimes offer a room rate of as low as $24.00 per person double-occupancy, for groups of over one hundred and fifty people.

Meal Plans: For conventions, the Oblivion offers a plan with group meals – that is, the hotel, provides banquet (group) meals with all of the conferees in one room. For banquet meals, the same meal is served to all participants. The charge for the meals depends upon the menu items selected by the client. The hotel's menus are included with these materials.

Suites: The hotel has fifteen suites with parlor rooms and bedrooms. It is the hotel policy to provide one suite free when one hundred rooms are reserved. If fewer than one hundred rooms are reserved, the charge is $50.00 per night.

Meeting Rooms: The hotel has eight meeting rooms:

Leo – seats 500 people auditorium style, 250 schoolroom or round table style

Aries – seats 500 people auditorium style, 250 schoolroom or round table style

Galaxy – seats 300 people auditorium style or 150 schoolroom or round table style

Pisces – seats 200 people auditorium style or 100 schoolroom or round table style

Jupiter, Saturn, Mars, and Pluto rooms – each will accommodate 25 people auditorium style, 60 people schoolroom or round table style, or 40 people Board of Directors, T-shape or U-shape style

Diagrams of these shapes are included with these materials. There is no charge for the meeting rooms.

You will soon be meeting with two prospective clients: Gene Jefferson, from the American Futurists, and Dan Newman, from Global Cleaners Associated. Be sure that you determine what the clients need and explain what your hotel has to offer. Your goal is for the client to select your hotel.

ROGER WHITESTONE, OBLIVION MANOR

NAME OF HOTEL ____________________

SLEEPING ROOMS

NO. OF PARTICIPANTS	COST OF GUEST ROOMS	TOTAL
	$ ____________	$ ________

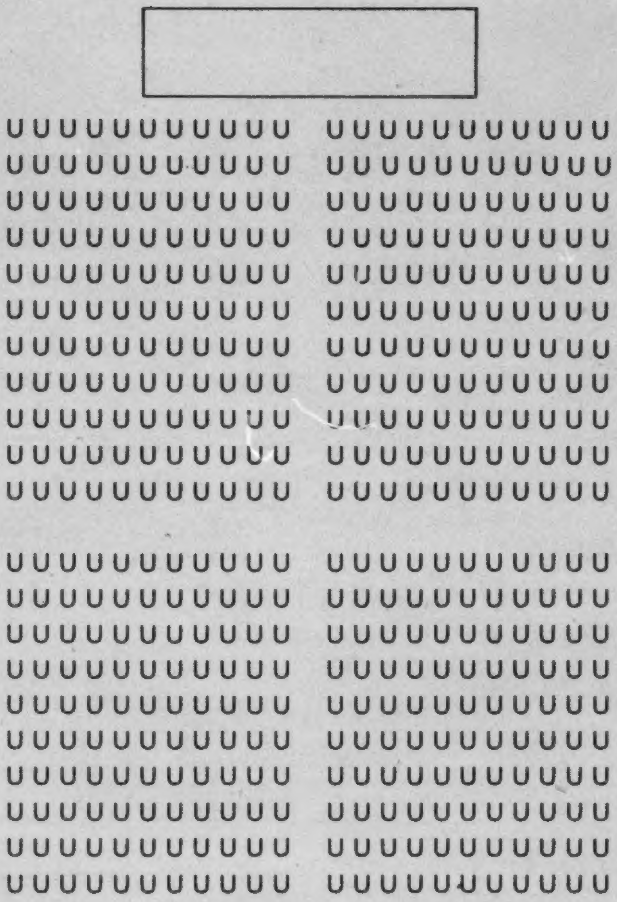
MEALS	SELECTION	NO. OF PARTICIPANTS	COST	TOTAL
BREAKFAST				
LUNCH				
DINNER				

MEETING ROOMS	NO. OF PARTICIPANTS	ARRANGEMENT	COST

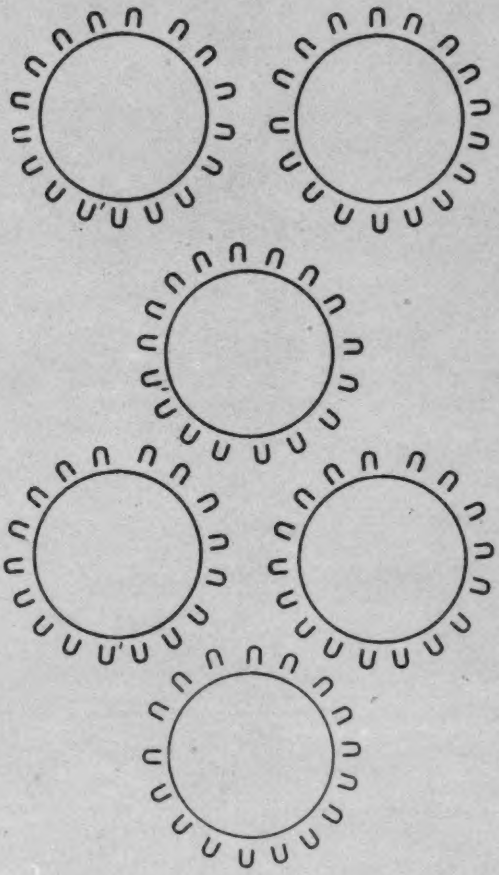
OTHER COSTS AND INFORMATION

ARRANGEMENT CHART D
UNIT III A

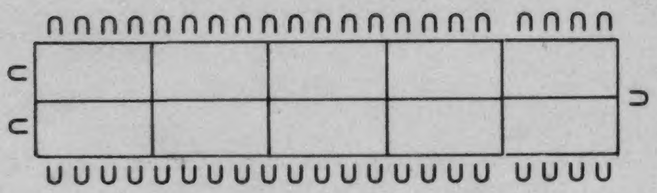
ROOM ARRANGEMENTS



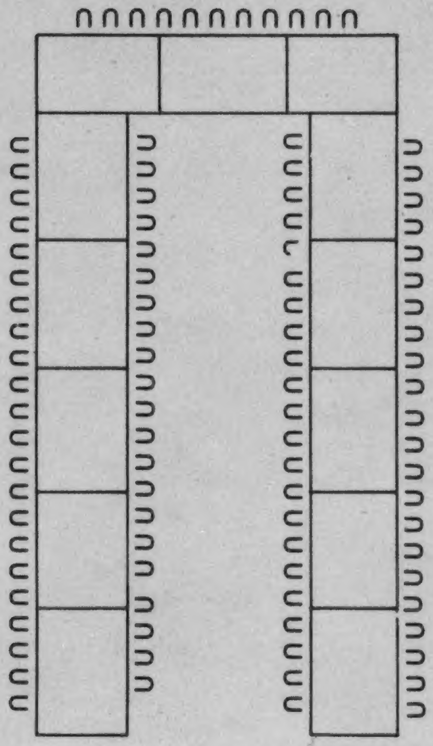
AUDITORIUM STYLE



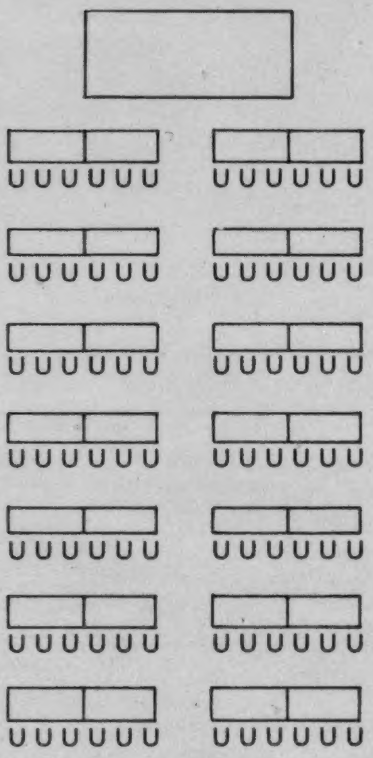
ROUND TABLES STYLE



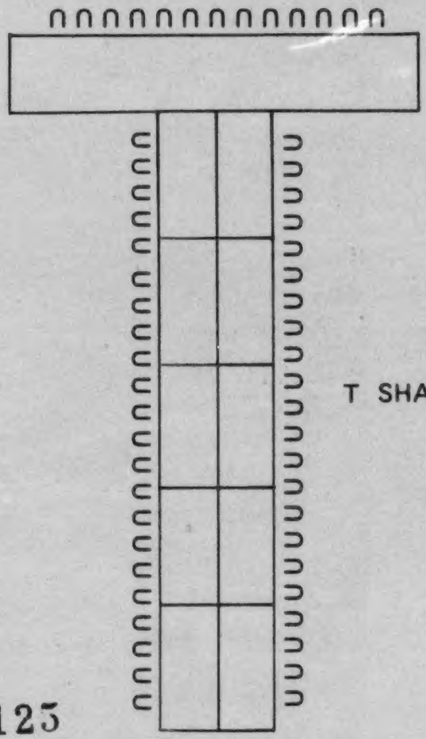
BOARD OF DIRECTORS STYLE



U SHAPE STYLE



SCHOOLROOM STYLE



T SHAPE STYLE

OBLIVION MANOR

CONVENTION MENU

Breakfast $ 2.75 per person

Buffet breakfast consisting of Juice, Eggs, Ham, Toast, French Toast and Coffee

Lunch

All lunches include soup, beverage, vegetables, dessert and choice of one of the following:

Cheeseburger Platter	$ 3.50 per person
Fried Chicken	4.50
Tenderloin Beef Tips	5.50
Fried Scallops	4.50
Chef's Salad	3.50
Reuben Sandwich	4.00

Dinner

All dinners include fruit cocktail or soup, salad, vegetables, beverage, dessert, and one of the following:

Roast Duck	$10.00
Roast Chicken	6.50
Sirloin Steak	10.00
Baked Stuffed Lobster	14.00
Roast Beef	10.00
Baked Stuffed Filet of Sole	7.00

All prices include tax and gratiuity

AGREEMENT

NAME OF HOTEL ______________________________

Dear ____________________:

I am pleased that your organization has decided to hold ____________________ Convention here on ______________ through ______________.

I have reserved __________ double rooms for arrival on ____________ and departure on ______________. As we have discussed, your group will receive the following arrangements. The special rate quoted to you was $__________ per person, per night based on double occupancy.

- Deluxe sleeping room
- Full Breakfast for $__________
- Complete Banquet Lunch for $________ each
- Full Dinner for $__________

It is my understanding that your group will require the following meeting rooms:

The charge for the meeting rooms will be a total of $ ___________. I have also reserved suites for a total cost of $___________.

I believe this covers all the details we discussed. If the above details meet with your approval, please sign this letter of agreement as your definite confirmation and return it to me at your earliest convenience. We will contact you upon receipt of this letter and will begin working with your final program in greater detail.

Again, thank you for deciding to hold your convention here. We look forward to welcoming your associates.

Sincerely,

____
Convention Coordinator

Signature of Client ______________________________

Instructions

The Shark's Teeth Hotel has two buildings, Astor and Brigham. Both of these buildings have two floors. The even numbered rooms in each building have an ocean-view; the odd-numbered rooms face the downtown area.

Making reservations for a convention involves "blocking out" rooms for the convention attendees in coordination with previously scheduled reservations. "Blocking out" means reserving a group of rooms for the convention. The Reservations Department attempts to meet the specific requests of the Convention Department,such as rooms overlooking the ocean.

When reservations are made at the Shark's Teeth, rooms are blocked out using a reservations chart. A segment is shown below which indicates that ten odd numbered rooms on the first floor have been blocked out for the NJID Convention on July 4th and the 5th.

Rooms	7/4	7/5
101, 103, 105, 107, 109 111, 113, 115, 117, 119	↔ NJID (10)	

On the attached pages are reservations charts for the Shark's Teeth Hotel. The Reservations charts for both buildings show previously made reservations. *Underlined reservations cannot be changed or moved because of special requests by the guests*. Those reservations which are not underlined can be changed or moved in order to accommodate the new business.

Your teacher will distribute to you and your partner, a memorandum from the Convention Department listing new convention business. Your task in this exercise is to "block out space" on the reservations charts to accommodate these bookings. All of the conventions and their specific requests can be accommodated. Listed below are guidelines for performing the task.

1. Use pencil.
2. Do not change any reservations which are underlined.
3. When changing reservations, cross them out with small x's.
4. You must find a new place for every reservation that you change.
5. Use the initials of the Convention group in blocking chart.
6. Guests must be assigned to same rooms for their entire stay—e.g., Cummings cannot be in Room 505 one night, and 404 the next night.

It is possible to accommodate all of the specific requests, e.g. ocean-view, of the convention attendees. However, if you are unable to determine how this can be done, make those reservations which will meet most of the requests of the attendees. The decision as to which group preferences you will meet is your decision. However, some factors to consider include potential business, previous loyalty of the group to the Shark's Teeth Hotel and nature of the convention. Be ready to justify why you honored certain requests and not others.

RESERVATIONS CHART

BRIGHAM BUILDING

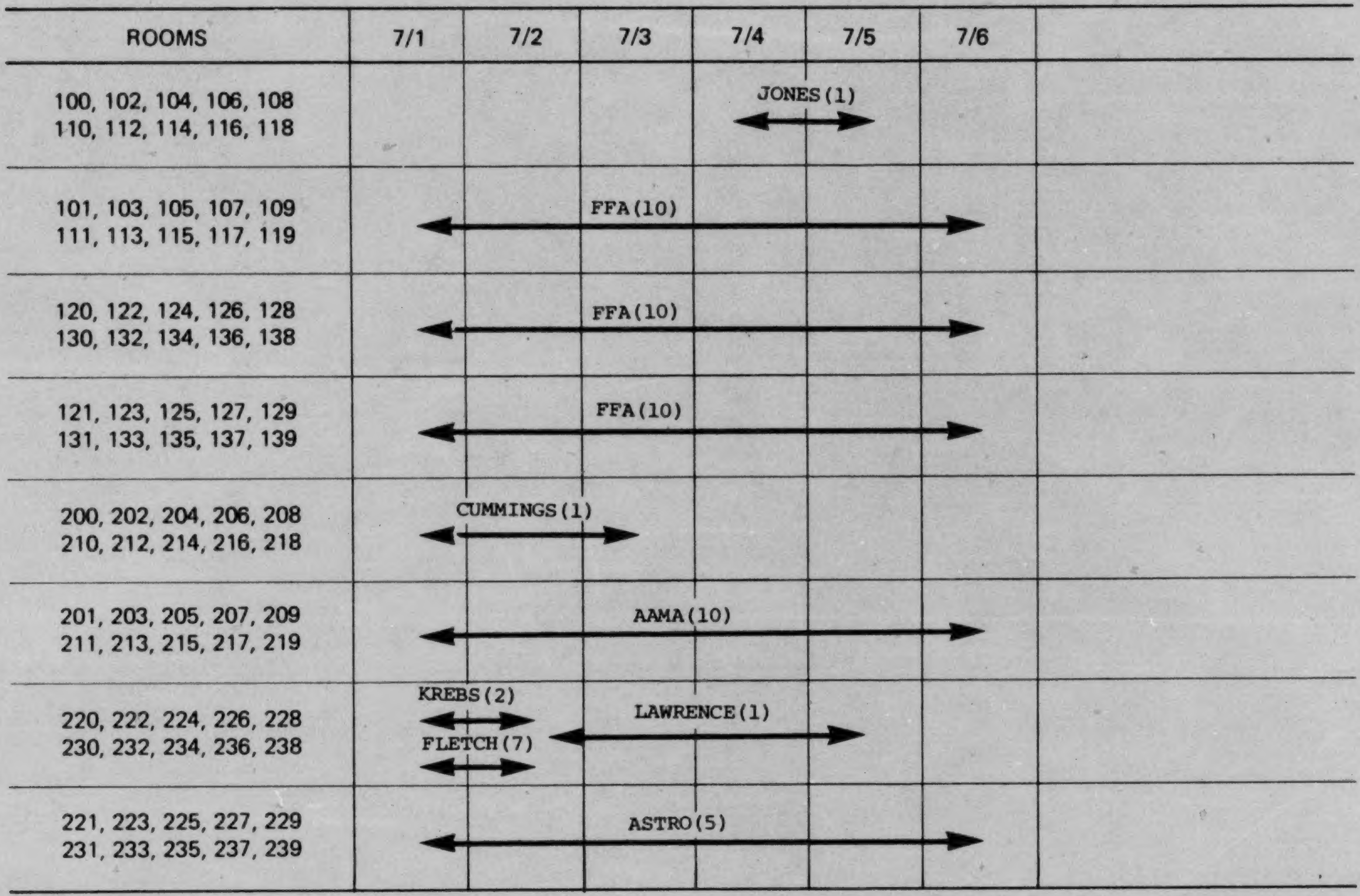
ROOMS	7/1	7/2	7/3	7/4	7/5	7/6	
100, 102, 104, 106, 108 110, 112, 114, 116, 118	←		A&S(1)			→	
101, 103, 105, 107, 109 111, 113, 115, 117, 119	←		GORMAN(2)			→	
120, 122, 124, 126, 128 130, 132, 134, 136, 138	← DUNCAN(1)	→	←	MEISSNER(2) →	← LOWATER(5)	→	
121, 123, 125, 127, 129 131, 133, 135, 137, 139	← KIM(1)	→		←	CLARK(1)	→	
200, 202, 204, 206, 208 210, 212, 214, 216, 218	←	CBA(3)	→				
201, 203, 205, 207, 209 211, 213, 215, 217, 219		←	GDA(2)	→			
220, 222, 224, 226, 228 230, 232, 234, 236, 238	←	CML(7)	→				
221, 223, 225, 227, 229 231, 233, 235, 237, 239		←	DOF(10)	→			

Lodging: III-S-21

RESERVATIONS CHART 1
UNIT III B

RESERVATIONS CHART

ASTOR BUILDING



ROOMS	7/1	7/2	7/3	7/4	7/5	7/6	
100, 102, 104, 106, 108 110, 112, 114, 116, 118				JONES (1)			
101, 103, 105, 107, 109 111, 113, 115, 117, 119			FFA (10)				
120, 122, 124, 126, 128 130, 132, 134, 136, 138			FFA (10)				
121, 123, 125, 127, 129 131, 133, 135, 137, 139			FFA (10)				
200, 202, 204, 206, 208 210, 212, 214, 216, 218		CUMMINGS (1)					
201, 203, 205, 207, 209 211, 213, 215, 217, 219			AAMA (10)				
220, 222, 224, 226, 228 230, 232, 234, 236, 238	KREBS (2) FLETCH (7)		LAWRENCE (1)				
221, 223, 225, 227, 229 231, 233, 235, 237, 239			ASTRO (5)				

RESERVATIONS CHART 2
UNIT III B

MEMORANDUM

SHARK'S TEETH HOTEL

TO: Reservations Department

FROM: Convention Department

SUBJECT: Convention Bookings

Listed below are new convention bookings made today. Please make appropriate reservations. Let us know if you have any difficulty meeting these requests.

National Association of Pomology Executives (NAPE)

10 rooms with ocean-view. Check in on 7/3, check-out on 7/5. This group deserves "special attention."

Future Recreation Leaders of America (FRLA)

30 rooms all in same building. Check-in 7/4, check-out 7/6. This is a group of high school students who represent a large potential market for the hotel.

Roget Family Reunion (Roget)

20 rooms all on same floor. This is a group which has held their meetings at the hotel for the last fifteen years. Check-in 7/3, check-out 7/6.

High School Principals (HSP)

15 rooms. Check-in 7/2, check-out 7/4.

Senior Citizens (SC)

15 double-occupancy rooms. Bottom floor preferred. Check-in 7/2, check-out 7/5.

Urban Planning Co. (UP)

35 double-occupancy rooms. Ocean-view preferred. Check-in 7/3, check-out 7/4.

RUNNING THE CONVENTION

Running a smooth and efficient convention or conference requires close cooperation and communication from many departments in the hotel. In order to have written the letter of agreement with a client, the convention coordinator will have had to check with the reservations desk to insure that lodging rooms are available, confirm meal prices and services with the Food Services Department and check client requests for special housekeeping and equipment services with the Housekeeping Department. If any special arrangements are needed for check-in and check-out procedures, the convention coordinator discusses these with the Front Office. Once the convention dates and requirements have been confirmed and a letter of agreement signed, the convention coordinator posts the dates/rooms on the calender and then notifies each hotel department (usually in writing) of convention dates and requirements as they affect each department.

The Housekeeping Department needs to know exactly when and how rooms are to be set up, what equipment is to be put into the rooms,* what kind of linen is to be used on tables, and so forth. Often, there is more than one convention or group using a meeting room in the same day. One group uses the room during the day, the other at night, and so forth. Each group typically has different demands for room set-up. The Housekeeping Department must be very careful to keep its assignments straight. A good convention coordinator will check rooms periodically to make sure they are set up properly. The Food Services Department needs to know what time coffee breaks are planned, when water glasses are to be set up on tables, when the rooms will be available to set up for meals, and so forth. Lukewarm coffee or stale pastry will reflect badly on the hotel.

The expenses of participants in a convention can be paid in a number of different ways. Sometimes, if the convention is employment related, the employer will pay most of the expenses. In such cases, the participant/employee receives the bill and then submits an expense report to the employer. Often, however, the sponsors of the convention pay the bill directly to the hotel. However, certain items are almost always charged to the participants personally; items such as telephone charges, room service, bar charges, laundry and so forth. The convention coordinator should obtain a clear statement from the convention sponsors as to what they will and will not pay for. This information should be transmitted both to the Front Office and to conference participants. Although the convention sponsors have the primary responsibility for informing participants about what is and is not paid for by them, people sometimes forget and need to be reminded. It is sometimes helpful for the hotel staff member (front desk clerk) who is handling check-in for the convention to remind guests of what expenses are being handled by convention sponsors and what expenses they are personally responsible for.

The Food Services Department is typically under separate management and sometimes even under separate ownership. Every hotel has its own system for handling payment for meals. If meals are being paid for by the convention sponsors, participants are sometimes given meal tickets for a fixed menu with limited choices. These tickets are attached to the check so they can be easily identified by the accounting department. Another arrangement is to have the convention sponsor agree to a fixed daily amount for meals (for example, $15); if the participant goes over this amount, he or she must pay the difference.

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*In some hotels, there is a Function Department for these tasks.

As the date for the conference or convention draws near, the convention coordinator visits each department and reviews the arrangements, going over floor plans, checking to see that equipment (table, chairs, blackboards) is in good order, and helping department heads to plan their staffing needs for the convention. During this time, the convention coordinator will also be working closely with the convention sponsor in planning last details of the convention.

The first few hours and first day or two of the convention are critical. The convention coordinator should arrive at least two hours before the convention is scheduled to begin and conduct a systematic inspection of the meeting rooms. He or she should then make a final check with the Food Services Department to check on times for coffee breaks and any banquets. The next step is to stay around to make sure the arrangements are satisfactory to the conference sponsor and to make sure that coffee is available at the right time, that there is sufficient staffing to set up banquet meals promptly, and so forth.

Throughout the convention, the convention coordinator should check arrangements and make sure that the hotel is providing satisfactory service to the client. Satisfaction of the client can lead to further business both with that client or with other prospective clients that the sponsor might refer to the hotel.

Instructions

In this activity, you will be taking the part of a hotel conference coordinator faced with a typical convention problem. As you make your decision in each situation, consider the hotel's viewpoint—in terms of solving the problem and maintaining positive relations with the client.

A. There are three conventions going on simultaneously at the Gros Ventre Hotel. It requires careful planning and scheduling to make sure the groups understand which rooms are theirs and at what time, and to make sure the groups don't "bump into each other." Let's call the groups Convention A, Convention B, Convention C. Convention A has the salon in the morning (until 12 noon). Convention B has the salon in the afternoon (1 p.m. to 6 p.m.). Convention C has the salon all night (from 7 p.m. on). On Tuesday, Convention B complained to the hotel convention coordinator that Convention A was consistently at least one hour late in getting out of the room. They had been politely asked to be more prompt on two separate occasions, had said they would, but continued to be late in leaving. As a result, Convention B was late in leaving the room at night and Convention C complained.

What should the convention coordinator (of the hotel) do?

B. Two months ago, the International Association of Tooth Pick Designers had a convention at the Smart Hotel. Total cost of the convention was $5,500. It has been agreed between the Association and the representative of the hotel that a deposit of five hundred dollars would be made at the time of the signing of the letter of agreement (and it was), that $2,000 would be paid on the first day of the conference (and it was), and that $1,500 would be paid on the last day of the conference (and it was). The balance would be paid after final billing within the hotel had been done. The balance was $1,500. The balance was to be paid within four weeks after the client received the bill. Two months passed, and the hotel had not received the balance of the bill. The convention coordinator first wrote a firm but polite letter to the Association. When this did not work, she called them. The representative stated that the Association had no intention of paying the balance for the following reasons:

- The coffee break service was very bad. By the time the coffee arrived, it was so cold that nobody wanted to drink it. In addition, the pastries were always stale. Nobody drank the coffee or ate the pastries. The representative did not see why the Association should have to pay for a service which was not used. They were billed $500.00 for this service.
- The Association members ate lunch and dinner together and the meals were paid for by the Association. The Association representative and the convention coordinator had agreed (and it was in writing) that the flat fee would be $6.00 per person for lunch and $8.00 per person for dinner. On arriving at the hotel, the representative discovered on looking at the menu in the downstairs restaurant that the same lunch was $4.00 in the

restaurant. The same was true of the charge for dinner: $8.00 for the convention and $6.00 for the restaurant. The representative charged that this difference of four dollars a day per person cost the association $1,000.00 He said he refused to pay the difference.

The convention coordinator had had no previous complaints, either during or immediately following the conference. The first the convention coordinator had heard of these complaints was when she called the association representative.

What steps should the convention coordinator take to remedy the situation?

C. The National Teachers of Cheer Leaders Association held a convention at the Lollipop Hotel. As part of the convention, a variety of different lectures and activities, including demonstrations, were held. The Association's representative rented a great deal of audio-visual equipment from a local, outside contractor. The hotel's convention coordinator had recommended the equipment company to the Association's representative.

Three months after the convention was over, the outside contractor (The See-It-All Company) was still waiting for the final rental payment of $300.00 from the Association. When, after repeated requests, both written and verbal, they still didn't receive the money, they demanded that the hotel pay. Their argument to the convention coordinator was that since it was the hotel which had recommended See-It-All's services, the hotel should guarantee payment.

The convention coordinator pointed out that the matter of the equipment rental was an agreement between the Association and the company and that the hotel had no responsibility for guaranteeing either the delivery of equipment and/or payment for equipment rental.

Both the Association and the See-It-All company are good clients of the hotel. *Is there anything the convention coordinator can do that might help the situation? Should the convention coordinator take any action? Why?*

UNIT IV. BED AND BOARD: BACK OF THE HOUSE OPERATIONS

Student Materials

OVERVIEW

STUDENT ACTIVITIES	STUDENT MATERIALS
A. Being a Maid–What It Takes	
Identify important characteristics of the housekeeping staff.	Information Sheet: Housekeeping Case Studies
B. That Extra Something	
Practice decision-making skills in hypothetical situations of housekeeping staff.	Case Studies
C. Company's Coming.	
Identify the planning needs of the housekeeping staff.	Exercise
D. A Table for 400	
Practice planning and ordering food supplies.	Instructions and Purchase Order Memorandum

HOUSEKEEPING

Americans tend to place great value on cleanliness (notice the number and variety of soaps and cleansers produced and used in the United States). The American traveler expects his or her high standards for cleanliness to be respected by the innkeeper and his or her staff. The responsibility for providing an immaculate room to the guest rests with the Housekeeping Department. A messy room, unclean bath, or soiled linen will turn travelers away from the doors of any hotel or motel. Thus, the housekeeping functions (performed by staff who are rarely seen) are basic to the success of the hotel or the motel and to the satisfaction of the guest.

It is the responsibility of the Housekeeping Department to create a warm, pleasant atmosphere for the guests. Very often, the senior or executive housekeeper is involved in planning both room and furniture design and the "extras" that often distinguish one hotel or motel from another. Matches, stationery, plastic bags, shower caps and other items are now fairly common. Some hotels/motels provide a coffee-making machine so that the guest can have coffee or tea on arising. If the staff of the Housekeeping Department is not thorough, efficient and courteous, then the hotel will have limited success, despite the high quality of its restaurant or the friendliness of its front office personnel.

Housekeeping is responsible for insuring that the rooms in the hotel, and the lobby, meeting areas, corridors and grounds are both clean and attractive. To accomplish this, the housekeeping department employs maids, housemen, seamstresses, inspectors, an executive housekeeper, and others, depending on the size of the hotel or motel.

The greatest number of jobs are, of course, held by maids and housemen, who do the routine, day-to-day cleaning of the hotel. Generally, maids do room cleaning and bed-making; housemen handle heavy cleaning equipment and supplies. No training or experience is required for either of these jobs; training is provided on the job. There are other jobs, however, which do require previous education, training or experience, such as upholsterer, seamstress, carpenter, executive housekeeper. It is sometimes possible for a maid or houseman to get a promotion to positions like assistant housekeeper or inspector/inspectress.

In most hotels and motels, guest rooms are cleaned daily. This includes changing bed and bath linen, cleaning the bedroom and bathroom, dusting and vacuuming.

Instructions

In this activity, you will take the part of the Executive Housekeeper in a large hotel. You are responsible for the cleanliness, maintenance, and repair of all rooms and linens. You oversee assistant housekeepers, floor supervisors, inspectors, and chambermaids. Although you are very busy, you have taken time today to observe four applicants for a part-time chambermaid opening. Each applicant will have 15 minutes to change the bed, clean the bathroom and arrange the room of a guest. Your task is to decide which of them will get the job.

Fran Smith

When the room is opened, Fran enters, lights up a cigarette, and goes quickly to work. Fran changes the bed quickly and has cleaned the bathroom in less than a minute, remarking on the sloppiness of the guest whose bathrobe is on the floor. Loose papers on the desk are thrown away and all other objects on the desk are piled next to the ashtray. Fran puts out the cigarette in the ashtray and empties it into the wastebasket.

Lee Ryan

Lee is an amateur interior decorator who takes great pride in having an artistic eye. When making the bed, Lee fluffs the pillows, turns down the bedspread, and places the guest's folded pajamas under the pillow. The guest's papers on the desk are placed in the second drawer and a pen and pad left in the middle of the desk. Although the cleaning time is up, Lee scours the bathroom for an extra five minutes and then leaves.

Jo Jones

While waiting in the hall, Jo Jones observed the regular maid while she cleaned one of the rooms. Jo makes the bed with care and cleans the bathroom adequately in about 3 minutes. Jo straightens the desk by emptying the ashtray, putting the pamphlets in a pile next to the blotter, and moving the lamp closer to the writing area. When Jo leaves, the room looks very much like the room Jo had observed being cleaned.

Kelly Myers

Kelly changes the bed with efficiency and cleans the bathroom quickly, asking for a new shower cap to replace a ripped one. Kelly empties the ashtray, piles the brochures up in the top drawer of the desk and then empties the wastebasket into the large can in the hall. Kelly asks, upon leaving, if the housekeeper has ever considered supplying paper slippers to the guests.

Instructions

In any job, certain tasks are required. Real success in that job depends, however, on the staff member's willingness to do that little extra something that makes the difference between an average job and a job well done. Listed below are several problem situations that a chambermaid or houseman might confront in a typical hotel. In most of these situations, there are many different possible responses. Decide on the action which you think is most appropriate. Then discuss the advantages and disadvantages of that action and of the other possible ways of handling the situation. Have someone in the group take notes.

CASE STUDIES

1. A chambermaid typically has from thirteen to fifteen rooms to do each day. One morning, as Mildred was just beginning her rounds, a man came up to her. She was about halfway through cleaning her second room. The man said that he had a room at the other end of the hall, that it wasn't made up yet for the day, and he was expecting to have a business meeting shortly in that room. He requested that she make up his room as soon as she had finished the one she was working on. Mildred was relatively new to the housekeeping staff. The room in question wasn't one of her assignments, and the maid responsible for that room hadn't arrived on the floor yet. She knew that she wasn't allowed to use the telephones in guests' rooms, not even for the purpose of calling the Housekeeping Department. How should Mildred handle the situation? Below several alternatives are listed. Discuss the advantages and disadvantages of each one. Select one and give reasons for your final selection.
    a. Tell the guest that his room is not her responsibility and that he will have to wait for the maid assigned to his room.
    b. Recognizing that it is important to please guests, clean his room after she finished the room she was working on.
    c. Explain to the guest the regulations about not cleaning another maid's room(s), and suggest that he call the Housekeeping Department.
    d. Decide that the situation is important enough for her to break the rule about using telephones, and call Housekeeping about the matter.
    e. Go looking for the maid responsible for the room, and persuade her to clean his room first.
2. Lee is a houseman on the 3:00 p.m.–11:00 p.m. shift who handles supply needs as they arise throughout the hotel. Lee was working on the 19th floor when he was stopped by Mrs. Weatherbottom. Mrs. Weatherbottom was planning a small party and was behind schedule. The ice machine on the 10th floor was out of order. Mrs. Weatherbottom requested that Lee help her get ice from the 9th floor. How should Lee handle the situation? Below several alternatives are listed. Discuss the advantages and disadvantages of each one. Select one and give reasons for your final selection.
    a. Explain to Mrs. Weatherbottom that he is a houseman, not a personal maid to guests, and therefore cannot aid guests planning parties.
    b. Recognize that he is not too busy at the time and in the interest of being helpful to guests, get the ice.
    c. Suggest to Mrs. Weatherbottom that she call room service, politely explaining that getting ice is not his responsibility.
    d. Agree to get the ice for a tip.

3. Marsha has been working at the Black Top Hotel as a maid for four weeks. Last week the executive housekeeper decided to change brands of furniture polish. Apparently, the new brand is considerably cheaper than the old brand and is supposed to do just as good a job. Marsha has found, however, that the new brand gradually builds up on furniture leaving a messy film after the first few days. What should Marsha do? Below are several alternatives listed. Discuss the advantages and disadvantages of each one. Give reasons for your final selection.

   a. Clean off the new furniture polish and start using the old one again.
   b. Leave the matter up to the inspector who periodically checks rooms.
   c. Discuss the issue with a more experienced maid to find out if she is having the same trouble, and if so, what she plans to do about it.
   d. Report the matter to the assistant housekeeper and ask her advice.

4. Robert Hadley is staying at the Downstreet Motel. In the morning, he left the motel to attend to his business. He returned around 2:00 p.m., took a swim in the pool, worked out in the gym for a while, and then returned to his room. He showered and took a nap. He is planning a combination dinner/business meeting in his room at 7:30 and would therefore like his room cleaned and one or two tables set up. The night cleaner (Olga) is in the hall. Robert explains his requests. How should Olga handle the situation? Some of the things he requests (setting up tables) are not her responsibility and she also knows that each room gets cleaned up only once a day. However, she also knows that Mr. Hadley and his business associates are good, regular customers. How should Olga handle the situation? Listed below are several alternatives. Discuss the advantages and disadvantages of each one. Select one and give reasons for your final selection.

   a. Explain to Mr. Hadley that she cannot clean the room but that she will talk to the houseman down the hall about the tables.
   b. Tell Mr. Hadley that she will go down to the Housekeeping Department and check out his request about making up the room.
   c. Suggest to Mr. Hadley that he call Housekeeping about the room make-up request and Room Service about the tables. Wait to see what these departments say.
   d. Because Mr. Hadley is such a good customer, make up the room and help him get the tables (they're small and not heavy) from the supply room at the end of the hall.
   e. Tell Mr. Hadley that she will use his phone to call down to housekeeping and find out what she should do.

Instructions

Imagine that you are the head of Housekeeping in a small busy hotel, the Eclipse Motor Hotel. You supervise a staff that is responsible for setting up convention meeting and dining rooms, cleaning the 100 hotel rooms and maintaining the public areas of the hotel. The hotel Convention Department has just informed you that the Eclipse will be the site of the International Good Neighbor Award Convention. One hundred guests will be checking into 50 rooms (double occupancy) on July 12th at 5:00 p.m. and checking out on July 15th at 2:00 p.m. In addition, another 50 people (not staying at the hotel) will be attending meetings and having meals with the group.

As executive housekeeper, you have a great deal of planning to do for this convention. Consider what you would do about the following issues. Take notes and be prepared to discuss your plans in class.

1. As head of the Housekeeping Department, what do you have to do to plan for the Convention? Remember there will be 150 people meeting and dining in this small hotel.
2. Since the guests will be arriving at 5:00 p.m. on July 12th, will any additional help be required to get rooms ready? Why or why not? Normal check *out* time is 12 noon.
3. If the guests were arriving at 2:00 p.m., would additional help or a changed staffing schedule be necessary? Why or why not?
4. The guests will be checking out on July 15th at 2:00 p.m. Will additional help or a changed staffing schedule be necessary? Why or why not?
5. When convention activities will last later than the check-out time on the last day of the convention, what arrangements can the hotel make so that the convention guests actually do check out of their rooms at check-out time?
6. If the Eclipse Motor Hotel does not have enough chairs, tables and supplies on hand, what should you do?
7. Let's say that you need more chairs and the equipment rental company is out of stock. Now what do you do? Whom should you tell?
8. Let's assume that you take the steps necessary for planning for this convention. What might happen unexpectedly that you still have to prepare for?
9. Let's assume for a minute that the Eclipse was usually not a busy hotel. Would this make planning the housekeeping functions for the convention more or less difficult? Why?
10. During our study of this unit, we have looked at the plans made by other hotel departments in preparation for a convention. Do you think the planning functions for a Housekeeping Department are as complex? Why or why not?

Instructions

In this activity, you will be playing the role of the Food and Beverage manager of the Walnut Hotel. You are a very busy person, responsible for overseeing several operations:

- Preparation of food by the chef and his assistants.
- Food service which involves hosting, waiting on table by those under the maitre d'.
- Beverage service run by the bar manager and bartenders.

Ordinarily, supplies are ordered by a purchasing agent, but he has just left to head the food department in another hotel and has not been replaced.

Today you will have to determine how much food will be necessary for convention guests—one of the planning tasks which a food and beverage manager performs in order to prepare for a convention. Shown below is a guide for ordering quantities of some of the items which appear on the Convention Menu of the Walnut Hotel. The first column lists the item. The second column lists the ordering quantity which represents the minimum size or quantity of the item which can be ordered from a supplier. The third column indicates the number of servings which can be obtained from the minimum ordering quantity.

Item	Ordering Quantity	Servings
Roast Beef	8 pounds	20
Filet of Sole	10 pounds	20
Steak	20 pounds	30
Potatoes	50 pounds	250 mashed or baked
String Beans (Canned)	1 gallon	40
Carrots (Canned)	1 gallon	50
Asparagus (Canned)	1 gallon	50
Ice Cream	1 gallon	50
Pie	1 case of 12	72

You will receive a memorandum from the convention coordinator detailing menu selections for three groups which are having dinner at the Walnut Hotel. Your task is to determine how much food must be ordered to serve these groups. One way of determining the amount of food to be ordered is to divide the number of servings into the number of guests to be served and then to multiply the resulting number times the ordering quantity. For example, if 8 lbs. of roast beef serves 20 people and you have 60 guests for roast beef,

- divide 20 into 60 = 3
- multiply 3 x 8 = 24 lbs roast beef to order.

Quantities ordered may have to be rounded off to meet supplier's requirements.

Once you have determined how much of each food item must be ordered, complete the ordering form below with your answers.

For this exercise, assume that none of the needed items are in the hotel's storage facilities.

WALNUT HOTEL **Purchase Order**	
Item	**& Quantity**
Roast Beef	
String Beans	
Potatoes	
Apple Pie	
Filet of Sble	
Asparagus	
Steak	
Ice Cream	
Carrots	

WALNUT HOTEL

MEMORANDUM

TO: Food and Beverage Department

FROM: Convention Coordinator

SUBJECT: Convention Dinners for July 3rd

Please make the necessary arrangements for the following convention dinners on July 3rd. Please let me know if there are any problems in meeting these requests.

Room	No. of People	Name of Group	Menu
Hearth	40	Cattlemen	Roast Beef String Beans Baked Potato Apple Pie
Longfellow	100	Fashion Models	Filet of Sole Asparagus Baked Potato Ice Cream
Colonial	60	Logrollers	Steak Mashed Potatoes Carrots Apple Pie

Travel Services

TRAVEL SERVICES

TEACHER RESOURCE INFORMATION

The information presented here represents the framework which should be understood by students preparing for careers in travel services. The outline presents an overview of the industry, including its size, range of services, important economic and social factors, and relationship to other industries; a description of consumer characteristics; and a description of the work environment and career opportunities. This information may be used as material for a presentation or lecture to orient students to the field before they begin occupational preparation activities or as background information during the activities. Student activities are listed at the end of the outline; they can be used as part of a general orientation for students or as background for individual occupational preparation activities.

NATURE OF THE INDUSTRY

Overview

- Travel services include a wide range of services such as hotel arrangements, car rentals, arrangement and conducting of tours, as well as basic transporation.
- Consumers use these services because it saves them time and, often, money (for example, through a package deal identified by the travel agent).
- Travel agencies offer expert assistance in identifying, scheduling and obtaining hotel arrangements, steamship travel, rail travel, and car rentals. Agencies tend to take on a "personality" based upon their services and clients. Some do mostly air and hotel for commercial accounts (business travel), while others specialize in expensive and exotic trips.
- Other agencies participate in the conduct of the service: tours, car rental or basic transportation. People in this part of travel services are likely to work at the transportation terminal itself, e.g. airport, railroad station, or on the vehicle itself, e.g. tour guide, bus hostess.
- Organizations with large adversiting budgets and many locations can act as tour wholesalers (see Student Information Sheet). Their size and reputation within the industry opens doors for them which would otherwise be closed. A small organization may, on the other hand, cater to a very select clientele and also maintain a good reputation with a very small segment of the public and the industry.
- A large percentage of clients are "walk-in"–i.e., persons visit the agency as they pass by rather than because they planned to do so. The location of the agency determines the kind of "walk-in" clientele the agency will service. Agencies located in large suburban shopping centers can expect to cater to the travel needs of people who patronize that particular shopping center. The agency's location relative to the local competition also influences the type of business it does.
- The long-term success of any agency in terms of profit is in reducing sales costs. Sales costs are often reduced through repeat and referral business. Repeat and referral business also means the agency is working with one type of client with similar needs and desires.
- Travel agencies vary in size and in many other ways. One should be careful of over-simplification in describing a travel agency.

Size of the Travel Industry

- Travel agencies in the U.S. grossed (money earned before considering expenses and taxes) $11 billion in 1974–up from $5 billion in 1970, and $7.7 billion in 1972. (A rule of thumb for computing the gross profit of a travel agency is to multiply gross sales by 80%.)
- Travel agents earn money through commissions (percentage of sales) from airlines, other forms of travel, car rental, hotels, etc.
- There has recently been an increase in the amount of commercial business done by agencies. In 1974, commercial business represented 35% of total agency sales or $3.85 billion, versus 28% or $1.40 billion in 1970.

Future of Travel Industry

- The employment outlook for the travel industry is difficult to predict. However, there were 6,700 agencies in the U.S. in 1970; 8,000 in 1972 and 10,260 in 1974.
- Such economic factors as the oil crisis affect the travel industry dramatically. Increases in the cost of fuel or lodging facilities can make a difference in the numbers of people who are willing to travel.

Relationships with Other Industries

- The travel industry has, of course, a close relationship with the *transportation* industry. Travel agents, car rental agents and reservations clerks sell transportation services; tour guides actually provide their services within a vehicle of transportation.

- The hospitality and recreation industry with which the travel agent must work closely is the *lodging* or hotel industry. Frequently, the travel agent not only makes transportation arrangements, but also arranges sleeping accommodations. Car rental agents, tour guides, and sightseeing guides may actually work within, or be based in, lodging facilities.

Economic and Social Factors

- The industry is sensitive to economic fluctuations. Money for vacations is one of the first items to be eliminated from family budgets.
- Commercial travel tends to drop off more slowly than pleasure travel in a downward economic situation and is less seasonal.

Consumer Characteristics

The travel industry, particularly airlines, has divided the traveling public into two groups: people who must travel, and people who do not have to travel. Most promotional airfares (i.e., the cheaper ones) are directed towards the second group and designed so that it is difficult for the business traveler to use them. Vacation travelers are encouraged to plan ahead and purchase in a "package", perhaps with discounted airfares for the children and special hotel rates for the family.

THE WORK ENVIRONMENT

Travel Agency

The internal structure of travel establishments varies according to the size of the agency. A very large organization is usually divided into specialties. For example, there may be a department which specializes in cruises. Only the largest agencies would have a rail department because rail travel in this country is not a favored alternative to flying or driving.

- The bookkeeping department takes care of accounting for the money paid the agency by clients, paying bills to hotels, keeping track of commissions, salaries, etc.
- The ticket revenue department pays the airlines for tickets the agency sold.
- In a smaller agency, many of these functions would be consolidated. For example, there would not be specialties for different types of travel such as cruises.
- The average number of employees in an agency is six (6) full-time and two (2) part-time.
- Among their fringe benefits, agents get reduced airfare for both domestic and international flights for a limited number of trips (e.g., three) each year for themselves. They also get discounts at hotels, on cruises, etc. Airlines, in conjunction with tour operators and/or hotels, offer "familiarization" trips which are inclusive trips, usually of short duration, designed to enable agents to learn enough to promote such plans to their clients.

Other Travel Services

- Other occupations in the travel services vary widely in terms of work environment. The site of employment may be a terminal in the employee's hometown, a cruise ship in the Carribean, or a bus traveling through Europe. Many of these jobs demand immediate contact with the traveler and therefore require communication and interpersonal skills.
- Almost all of these occupations, like the travel agent, demand familiarity with many places as well as an understanding of and skill in using different routes, timetables, and manuals.

SUGGESTED STUDENT ACTIVITIES

1. Ask students to read the student resource information sheets–*Thomas Cook and Son*, and *What is a Tour Today*. Emphasize the wide variety of services which the packaged tour provides. Students may also be aware of tours that are arranged for groups with special purposes, e.g., trips to Jerusalem, collectors' tours, cultural tours, ski trips, etc.
2. Ask students to read the student resource information sheet, *How Travel Agencies Make Money*. Present a few examples of airline and hotel prices and ask students to figure the agency's percentage.
3. Students should interview parents, or close adult friends, to determine: a) why they do or do not travel; b) how they decide where to travel; c) how they make arrangements for travel; and d) how economic conditions affect their travel.
4. Each student or group of students can visit at least two travel agencies in different locations. For example, one agency might be located in a shopping center and the other in a downtown area or a hotel. The goal of these visits is to determine (through interviews with clients or agents) the different

characteristics of consumers, including their desired destination.

5. Students can research the federal governing bodies for transportation and travel agencies. Part of this research should include determining the original objectives for the federal government in establishing these bodies.

6. Ask students to read the student resource information sheet, *Establishing Your Own Agency*. If possible, have some students interview local travel agents about their own career paths, including:
   - what kinds of agencies they have worked for
   - licensing requirements for travel agents
   - special services their agency provides

UNIT I. USE OF THE OFFICIAL AIRLINES GUIDE

Teacher's Guide

OVERVIEW

STUDENT ACTIVITIES	STUDENT MATERIALS
A. Reading the Guide Students gain familiarity with the purposes, form and abbreviations of the OAG.	For each student: Information Sheets: Governing Bodies Official Airlines Guide How to Read the OAG–Direct Flights How to Read the OAG–Connecting Flights OAG Review I OAG Review II
B. Using the OAG in Flight Selection Students practice using the OAG to plan specific flights.	For each student: Case Studies

UNIT I. Use of the Official Airlines Guide

OBJECTIVES

- Students will be able to detail a flight itinerary, including arrival and departure times, fares, class of travel, meals and connections.

RATIONALE

The first and most essential element in preparing a client's itinerary is to identify alternative departure and arrival times. There are a number of ways in which clients may differ in their flight preferences, including:

- time of day
- number of stops
- whether a meal is served
- cities where flight stops
- airline

Employees in travel services must try to fill the traveler's needs within certain schedules and limits. Familiarity with such manuals as the Official Airline Guide (OAG) is necessary for travel agents, reservations clerks, tour planners, and others.

The symbols and format of such a guide are unfamiliar to most students and may seem undecipherable. Repeated exercise in reading and using the OAG should give students who are preparing for careers in travel services confidence in their ability to make efficient use of this valuable manual.

CONCEPTS

- The client uses the services of the travel agent to save time and effort and to make his/her travel more enjoyable. Therefore, the travel agent must be able to provide accurate, comprehensive information to the client.
- Clients have different needs and preferences when flying. It is important for the travel agent to try to satisfy these needs and interests when selecting flights for the client.

ACTIVITY A. Reading The Guide

Introducing the Activity

1. Depending on your students' experiences, you may want to describe air travel from the traveler's point of view. For those who have never flown, the following points of information may be usefully explored:
    - a comparison of air travel time with ground travel
    - a description of an airplane interior: seating; coach and first class distinctions; lounge areas
    - a description of the flight: takeoff, meals, entertainment, transfers (including baggage), landing, circling, etc.
    - a description of the personnel involved in airline travel, particularly those in *travel services*

    Students who have flown may have experiences to relate.
2. Ask students to read the student information sheet , *Governing Bodies,* which describes the regulatory agencies under which the airlines operate. Point out to students the limits on airline routes, which will become apparent when they study the Official Airline Guide.

Guiding the Activity

1. Distribute the student information sheets entitled *Official Airlines Guide* and *How to Use the O A G – Direct Flights*. Allow students the opportunity to read these information sheets. In order to assist students in learning how to read the O A G , you may want to put the sample listing on the blackboard or on an overhead transparency.
2. Once students are familiar with the format of the O A G for direct flights, distribute *O A G Review I*. The answers to this exercise are provided below.

    1. a. $236.00 b. $168.00
    2. DL 945
    3. SO 605
    4. 7:25 A.M.
    5. 1:00 P.M.
    6. snack
3. Next, distribute the student information sheet entitled *How to Read the O A G – Connecting Flights*. Allow students the opportunity to read over the information sheet. In order to assist students, you may want to put the sample listing on the blackboard or on an overhead transparency.
4. Once students are familiar with the information on this information sheet, distribute *O A G Review II*. The answers to this exercise are provided below.

    1. $177.00
    2. 8:30 A.M.
    3. 12:46 P.M.
    4. zero
    5. 9:25 A.M.
    6. lunch

Learning More From the Activity

1. This activity will be most interesting to students if they can plan routes and flights from their own hometown. Perhaps a local travel agent can supply old copies of the OAG which he/she is no longer using.
2. In fact, an agent may be able to visit the class to introduce them to the OAG. Ask the agent to describe how often he/she uses the guide, what kinds of requests clients make, etc.
3. It is strongly recommended that students repeat this exercise in using the OAG, and the following exercise as well. The teacher can easily make up questions requiring the use of the OAG, and this should be done until students develop competence in using the OAG.

Points to Stress

- When used efficiently, the OAG is a valuable tool for travel agents and others planning airline travel.

ACTIVITY B. Using the OAG in Flight Selection

Introducing the Activity

1. Explain to the class that using the OAG will often demand attention to traveler's special needs for take-off or arrival time, stopovers, etc.

Guiding the Activity

1. Distribute the instruction sheet and accompanying information on *Using the OAG in Flight Selection*, and ask students to complete the exercise. The answers to this exercise are provided below.

Case 1:	8:00 A.M.	AL 70
Case 2:	12:40 P.M.	RW 749
Case 3:	10:20 A.M.	AL 72
Case 4:	1:00 P.M.	WA 606
Case 5:	7:15 P.M.	6:00 P.M.

Learning More From the Activity

1. Using all the OAG's you can collect, have students plan connecting routes from their hometown to some place they would like to visit. Finding out about regional carriers which service local cities may also be possible.

Points to Stress

- Travel agents and others must be able to make flexible use of the OAG, in response to travelers' needs.

UNIT II. USE OF MANUALS

Teacher's Guide

OVERVIEW

STUDENT ACTIVITIES	STUDENT MATERIALS
A. Which Manual Do I Turn To?	
Students gain familiarity with the variety of travel information resources.	For each student: Instructions Information Sheets: Hotel Selection Tour Information Matching Exercise
B. Let's Take a Boat To . . .	
Students use the Official Steamship Guide to choose cruises to fit travelers' needs.	For each student: Information Sheet: Official Steamship Guide Case Studies
C. What Will It Cost?	
Students practice computing airfares using a tariff schedule.	For each student: Information Sheet: Fare Information Exercises

UNIT II. Use of Manuals

OBJECTIVE

- Students will be able to identify the information contained in manuals commonly used by travel agents.

RATIONALE

Travel agents, tour planners, and others providing travel services need to know about hotels and other services in cities all across the world. It is impossible for the travel agent to be personally familiar with all of these accommodations. Therefore, the travel agent utilizes "trade" publications–i.e., publications designed for travel agents–which provide this information.

Each of these publications focuses upon different information, and effective delivery of travel services demands knowing which source of information is appropriate to the traveler's need. Students preparing for a career in travel services should gain familiarity with the variety of travelers' needs and requests and with the applicable manuals.

CONCEPTS

- The client utilizes the services of the travel agent to obtain information which is not easily accessible to the client. Therefore, the travel agent must be able to utilize and understand the various information contained in manuals designed to provide information on lodging services, cruises and tours.
- Clients have varying needs and preferences in accommodations. It is important for the travel agent to determine and satisfy these needs and preferences when assisting the client.

ACTIVITY A. What Manual Do I Turn To?

Introducing the Activity

1. There are a number of ways in which clients may differ in their preferences for accommodations and other services. Ask students what preferences clients may have for hotels or car rentals. Client preferences for hotels may relate to:
   - facilities
   - location
   - cost

   Client preferences for car rental relate to:
   - size of car
   - make/type of car
   - air-conditioning or other special equipment

   Sometimes it is not possible to get the client the type of services he/she requested. Therefore, the travel agent attempts to meet as many of the requests of the client as possible.

Guiding the Activity

1. Review each of the information sheets in the order in which they appear in student materials. If possible, contact a travel agent for old copies of the various manuals which he/she may no longer be using.
2. Once students have become familiar with the information on the information sheets, ask students to turn to the activity entitled "Which Manual Do I Turn To?". Students may use the information sheets to complete this activity. The answers to this activity appear below.

   1. C
   2. C
   3. E
   4. A
   5. C
   6. E
   7. C, E
   8. B

Learning More From the Activity

1. There are other manuals which travel agents use. Arrangements might be made with employers participating in the cooperative education program, for students to learn how to use the following manuals:
   1. Amtrak Tariff
   2. Travel Agent's Handbook
   3. Atlases and maps
   4. Auto rental manuals

Points to Stress

- The travel agent has to use a variety of resources to meet the clients' needs.

ACTIVITY B. Let's Take a Boat to . . .

Introducing the Activity

1. Explain to students that this activity will involve use of the *Official Steamship Guide International*.

If you can obtain several copies of the Guide, familiarize students with the format and organization of the manual.

2. Discuss with students the advantages and disadvantages of cruise travel.

Guiding the Activity

1. Distribute to each student the information sheet about the *Official Steamship Guide*. Ask students to list the kind of information available from the guide.
2. Distribute the Student Instructions and Case Studies. Allow students 20 minutes to match the different travelers with appropriate cruises.

Learning More From the Activity

1. When the class has finished matching the travelers with an appropriate cruise, ask them to explain their selections. The following choices are most appropriate:

   For Frank and Jill – Cruise C – will sail on December 7, stops at Granada and St. Thomas.

   For Ann – Cruise G – leaves in February, back by June 1, stops in Rio and Bombay.

   For Lee – Cruise E – takes 11 days, stops in Puerto Vallarta, back by October 15.

2. If you are able to obtain copies of the Official Steamship Guide, you will be able to develop activities using its varied schedules and lists.

Points to Stress

- The travel agent must take into account passenger desires and deadlines in selecting from travel manuals such as the Steamship Guide.

ACTIVITY C. What Will It Cost?

Introducing the Activity

1. Explain to students that figuring airline fares is often a complicated process involving
   - time of travel
   - type of ticket
   - length of stay
   - routes taken

   Very specific fare regulations apply to each of these areas and the travel planner must be aware of them.

Guiding the Activity

1. Ask the students to read the information sheet on *Fare Information* and to do the exercise which follows. Answers to the exercise are:
   1. 2 fares at $400 round trip = $800 x 2/3 (for discount under regulation #2).
   2. 1 fare at $125 one way = $125. No extra for stopover.
   3. 1 fare at $100 (NY-CHI) + $200 (CHI-LA) = $300.
   4. 2 fares at $400 round trip = $800; one 1/2 fare round trip at $200 (for discount under regulation #3) = $1,000.
   5. 1 fare at $75 (STL-DAL) + $150 (DAL-LA) = $225.

      Note that alternate routing is more expensive $100 (STL-CHI) + $200 (CHI-LA) = $300.
   6. 1 fare at $350 round trip + 1/2 fare at $175 round trip (for discount under regulation #3) = $525 x 2/3 (for discount under regulation #2) = $350.

Learning More From the Activity

1. If it is possible to obtain copies of Squire's Tariff, they can be used in a variety of class exercises in fare determination.

Points to Stress

- The travel planner must manipulate a variety of factors in determining fares.

UNIT III. MAKING RESERVATIONS

Teacher's Guide

OVERVIEW

STUDENT ACTIVITIES	STUDENT MATERIALS
A. What Did He Say?	
Students gain practice in the coding of reservations.	For each student: Information Sheets: Codes Used by Airlines Reservations Personnel Making the Reservation For "Travel Agent" Instructions For each student: Coding Sheets
B. Itineraries, Tickets, Vouchers	
Students gain understanding of the purposes of various reservations forms and practice in their use.	For each student: Information Sheet: Filling Out Forms Reservation Forms Exercise: Working Itinerary Form Blank forms

UNIT III. Making Reservations

OBJECTIVES

- Students will be able to identify the information needed to make reservations.
- Students will be able to explain the importance of communication skills in making reservations.
- Students will be able to explain the importance of speaking clearly and distinctly, for travel agents and others.

RATIONALE

Insuring that the traveler will have the correct flight or an acceptable hotel room is one of the major responsibilities of those in the travel services. This task demands that the travel agent or reservations agent receives and gives accurate information. Listening and speaking skills are therefore very important.

Skill preparation in the travel services should cover both the information involved in making reservations and the skills needed to communicate such information. Student practice in making reservations develops skills in both of these areas.

CONCEPTS

- Travel agents must speak clearly and distinctly to reduce error in making telephone reservations.
- Efficient travel agents provide flight information to the airlines in a specific order to decrease error.
- Travel agents must be alert to the listener's needs when making reservations. For example, the reservations agent is often typing information into a computer, and the travel agent should provide information in a manner which facilitates this process.

ACTIVITY A. What Did He Say?

Introducing the Activity

1. Ask students what information they think is necessary to reserve an airline seat? (Answer: client's name, airline and number(s), departure and arrival points, date(s).)
2. What information do they think is necessary to make a hotel reservation? (Answer: client's name, dates of stay, type of room desired, name and location of hotel.)
3. Ask each student to read the information sheets entitled *Codes Used By Airlines Reservations Personnel* and *Making the Reservations*. Explain to students that the airlines reservationist uses a computer to record reservations.

Guiding the Activity

1. Explain to the class that in this activity, one person will be playing the role of the travel agent, while other students will be playing the role of airlines reservations agents. The travel agent will be making airline reservations. The reservations agents should record the information.
2. Choose one student in the class to be the recorder. This student will record the number of questions asked by the reservations agent each time a reservation is made by the travel agent.
3. Choose one student in the class to be the travel agent, and provide this student with the Instructions for Travel Agent sheet.
4. Distribute the Airlines Coding Sheet to each student except the travel agent. They will play the reservations agents. Tell them they are agents for Trans International Airlines.
5. Have the student travel agent read *Reservation One* aloud to the reservations agents. They should record the information provided on the top of their coding sheets. Students should not ask any questions until the travel agent has read the entire reservation.
6. Once the reservation has been read, the reservations agent can ask for clarifications. The recorder should keep a tally of the number of questions asked.
7. The travel agent should read *Reservation Two* to the reservation agents who are recording this information on the bottom half of their coding sheets. Once again, students are not allowed to ask questions until the travel agent has finished. The recorder should again keep tally of how many questions were asked during this reservation.
8. Go over the completed coding sheets (included in this set of teacher's materials).
9. Ask the recorder how many questions were asked for each reservation.

Learning More From the Activity

1. More than likely, there will be a need for fewer clarifications during the second reservations request

since it was given in a more logical format and the reservations agent is more familiar with the process.

2. Discussion should include the following questions:
   a) What would be the result of reservations that have been made improperly? (Answer: If airline reservations are made improperly, the client may arrive at the airport to discover that there is no space available on that flight.)
   b) Why would a travel agent give a flight number as "two-five-zero" rather than "two-fifty?" (Answer: The travel agent wants to give the information in as clear a manner as possible. "Two-fifty" may be misinterpreted as "two-fifteen.")
   c) Why does the travel agent use a certain order when making reservations? What does this order correspond to? (Answer: The travel agent uses an order which corresponds to the order which the reservations agent types into the computer to make it easier for the reservations agent and prevent errors.)
3. If possible, arrange for the students to visit a local airport to observe reservations agents. Small groups of two or three could observe agents of different airlines.

Points to Stress

- Clear speaking and effective listening are crucial to the reservations process.

ACTIVITY B. Itineraries, Tickets, Vouchers

Introducing the Activity

1. Ask students to read the student information sheets entitled *Itineraries, Tickets and Vouchers*. Review the information contained in these sheets.

Guiding the Activity

1. Ask the students to fill out
   - Passenger Ticket (Blank A)
   - Travel Voucher (Blank B)
   - Itinerary (Blank C)

   from the information included in the Working Itinerary Form. Filled-in blanks are included in the teacher materials.

Learning More From the Activity

1. Sample itineraries including planned tour brochures from local travel services will show students the kinds of information included in a variety of plans.

Points to Stress

- Each of the various forms filled out by travel agents has an important purpose related to the traveler's needs.

Teacher's Version - Completed

AIRLINE RESERVATIONS CODING SHEET

UNIT III A

No. of Seats	Air-line	Flight No.	Class	Day	Month	From	To	Passenger Name	Contact
02	TI	352	Y	22	OCTO	CLEVEL	SEATTL		
02	TI	255	Y	23	OCTO	SEATTL	SANFRA		
02	EA	708	Y	03	NOVE	SANFRA	CLEVEL	2/HALL M/MG	7345968

Agent Name	Agency Name	Contact
FRAN	GLOBET	7340081

Travel: III-T-4

AIRLINE RESERVATIONS CODING SHEET

UNIT III A

No. of Seats	Air-line	Flight No.	Class	Day	Month	From	To	Passenger Name	Contact
02	TI	532	Y	15	OCTO	SEATTL	CLEVEL		
02	TI	265	Y	16	OCTO	CLEVEL	SANFRA		
02	VA	068	Y	30	NOVE	SANFRA	SEATTL	2/RILEY M/MJ	7345432

Agent Name	Agency Name	Contact
FRANK	WORLDT	7348706

Ticket

	Agency
Name *Jenkins, L.*	Fare: *285 + 16.80 = 301.80*

Good for passage	Carrier	Flt. No.	Class	Date	Dept.	Arr.
From *Denver* To *New York*	*VA*	*123*	*Y*	*5/21*	*11:10*	*1:15*
From *New York* To *Denver*	*VA*	*321*	*Y*	*5/24*	*12:05*	*5:30*
Form of Payment *Cash*						

Voucher

For: *Ms. Laura Jenkins*

Date Issued: *7/12*

To: *Castle Hotel*
15th Street
New York, New York

Please furnish client with one double room for three nights. Arrival on May 21; departure on May 24. Reservation confirmed by AL.

Itinerary

Itinerary prepared for:

5/21	*Check in by 10:30 a.m. at VA counter, Denver Airport* *Board VA Flight 123 departing 11:10 a.m.* *Arrive New York at 1:15 p.m.* *Pick up rental car at Auto-Rent counter.* *Proceed to Castle Hotel*
5/22	*Day at leisure.*
5/23	*Day at leisure.*
5/24	*Check out of hotel and return car at airport.* *Check in at VA counter by 11:30 a.m. for VA Flight 321 departing at 12:05 p.m.* *Arrive in Denver at 5:30 p.m.*

UNIT IV. INTERVIEWING THE CLIENT

Teacher's Guide

OVERVIEW

STUDENT ACTIVITIES	STUDENT MATERIALS
A. Questions and Answers	
Students identify the questions that a travel agent might ask to determine a particular client's needs.	For each student: Questions and Role Profiles
B. Selecting the Arrangements	
Students practice matching client needs to available options in client-travel agent role-play.	For each member of student pairs: Role Profiles A Role Profiles B

UNIT IV. Interviewing the Client

OBJECTIVE

- Students will be able to interview a travel agency client to determine the needs and interests of the client. In addition, students will have gained practice in matching the needs and interests of the client with appropriate travel arrangements.

RATIONALE

A client who comes in to talk with a travel agent is interested in finding out about travel options and communicating his needs to the travel agent. The travel agent is interested in finding out what the client's needs and interests are and in communicating the potential options available. The level of detail in the interview depends upon the information needs of the client and the information communicated by the client. The interview also presents an opportunity for the travel agent to sell additional services to the client. For example, the travel agent may suggest renting a car at the airport to someone who called to reserve space on a flight.

In these interviews, the travel agent must be able to communicate information clearly and in response to the client's needs. Practice in the communicative and interpersonal skills necessary for effective interviewing is valuable for students preparing for travel service employment.

CONCEPTS

- Clients have varying needs and interests. The travel agent must attempt to determine these needs and interests when making travel arrangements.
- Clients also have information needs–i.e., information which they need from the travel agent.
- Interviewing is basically an *exchange of information* between the client and the travel agent. Each person wants to find out certain information from the other person and to communicate certain information.

ACTIVITY A. Questions and Answers

Introducing the Activity

1. Explain to students that the travel agent must be able to discover and communicate that information which is most appropriate to the client's needs. What is important to one traveler may not be to another, and the successful agent will know what kinds of questions and suggestions are necessary.

Guiding the Activity

1. This activity consists of a set of client role profiles and a separate list of questions which travel agents use in interviewing clients.
2. Explain to students that they are to read the role profiles and the list of questions and then record the numbers of the questions that they would have to ask the clients in order to make travel arrangements. They should list the questions in the order in which they would ask them. Remind students that they should not ask questions which the role-play already provides.
3. Once students have completed the exercise, review their answers. Correct answers are provided below. Alternative responses are acceptable provided that the student can justify the response.

Frank Light: 1, 5, 11
Karen Cohen: 2
Jeff Carlton: 8, 9, 16
Jan Lanza: 9,16
Joanne Knapp: 1, 3, 6, 8
Maureen Sullivan: 1, 2, 7, 13, 14, 16

Learning More From the Activity

1. After discussing the appropriate responses, you might select students to role-play each of the roles described as well as the travel agent. The student role-playing the client should read the information contained on the role description and then respond to the travel agent's questions. Both "actors" will need to embellish their roles with introductions and answers.
2. Ask students what questions travel agents might ask a client who was planning a ski vacation. Examples: Would you like to rent a car with ski racks?; How close to the mountains or ski lifts do you want to be?
3. Review the list of travel agent questions and ask students what the travel agent does once he/she has received a positive answer to these questions. For example, if a client answers "yes" to question (16), the travel agent would consult the "Red Book" and then call to make reservations.

Points to Stress

- The exchange of information between client and travel agent will vary according to the client's needs.

ACTIVITY B. Selecting the Arrangements

Introducing the Activity

1. Explain to students that the travel agent must respond to the client's needs within a limited range of options in service, rates, times of transporation, etc.

Guiding the Activity

1. Explain to the class that this activity consists of two role-play situations. Each student will have the opportunity to play the role of the travel agent and the role of the client.
2. Divide the class into pairs. One member of the pair will read the first set of role profiles; the other will use the second set.
3. Tell students that Louise should communicate her interests to the travel agent, and the travel agent should help the client in selecting a place to stay. Each of the "actors" should ask appropriate questions necessary to make the best possible decision.
4. After role-play 1, the travel agent should record the hotel selected with Louise on the bottom of Pat Ryan's role.
5. In the second role-play, the roles are reversed, i.e., the travel agent role is played by the student who played the client in the previous role-play, and the client role by the student who played the travel agent in the previous role-play. Once again, tell students that the client should communicate his interests to the travel agent, and the travel agent should assist the client in selecting a tour. Each of the "actors" should ask questions necessary to make the best possible decision.
6. After role-play 2, the travel agent should record the tour selected with Charles on the bottom of Julie Siegel's role.
7. Review students' answers for the first role-play. Appropriate answers are *Codder Inn* and *Cape Harbor Motel* since these establishments have the services Louise desires. Other answers are acceptable depending upon additional information provided by the individual clients. Students should give reasons for their choices.
8. Review students' answers for the second role-play. The most appropriate answer is *What a Way to Live Tour*. Other answers are acceptable depending upon additional information provided by the individual clients. Students should give reasons for their choices.

Points to Stress

- Often, it is necessary to ask the client for more information than the client gives initially.
- Once the travel agent presents various options, it is possible for the client to focus on his/her interests and preferences.
- It is not always possible to meet all of the client's preferences.

TRAVEL SERVICES

Overview of the Industry

In the past twenty years, the businesses involved in travel services and promotion have expanded rapidly; there were 10,260 travel agencies in the United States in 1974. More Americans are traveling–either for business or pleasure–and travel businesses have been developed to fill the needs of the traveler. There are businesses associated with every kind of travel: rail, bus, air, boat and car. In addition to the direct service provided by the transportation company, there is the additional need to coordinate travel plans; these needs are typically met by travel agents and agencies and by various public tourist bureaus.

Nature and Range of Services Provided

Travel businesses generally provide one of the following services to the traveler:

- A business may publicize or promote a certain place, for example, France, Disneyland or Williamsburg, Virginia; or it may publicize and promote transportation or lodging facilities. Agencies and governments promoting their recreational and entertainment facilities often buy television and radio spots, publish colorful brochures and offer bargain rates to the traveler. Sometimes the promotion is directed at a certain segment of the population, for example, young people, people who like water sports, people who appreciate fine food, people who might like a certain climate, and so forth. Airlines compete with each other by offering fancier food or larger seats. Railways compete with airlines partly through lower prices. Travel promotion is usually handled by the publicity director of the agency or by the government.
- A business may make suggestions and arrangements for travelers. Such services range from selling someone an airline ticket to planning all features of a three-month tour. These services are usually provided by a travel agency.
- Other travel services are provided while the consumer is actually traveling. They include car rental, tours, and information and reservations services in transportation terminals.

Occupations Within the Industry

Employment opportunities within the travel industry include occupations involved in planning and promoting: travel agent, tour planner, publicity director. They also include occupations providing direct service to the traveler: tour guide, car rental agent, reservations agent, etc.

For most of these employees the occupations demand much contact with the traveler and attention to his/her needs. Among the benefits of these occupations is a chance to travel either as part of the job or through special discounts.

Education and Training

Although no formal educational institutions exist for travel agents, the job requires specialized knowledge about various places and skill in using different manuals and schedules. Training is provided either through home study courses, travel schools and/or on-the-job.

THOMAS COOK AND SON*

You may know that Thomas Cook and Son is the largest travel agency in the world. But did you ever stop to think how the travel business got started? Well, it got started by Thomas Cook back in the mid 1800's. Cook, an Englishman, is generally regarded as the founder of the travel agency. He was initially employed as a craftsman; but, after arranging a trip for people to attend a temperance convention, he recognized that there was a need for travel services and decided to become a full-time travel agent. He sold day-tours and railroad tickets and arranged tours of foreign countries. Cook was interested in making the tours as convenient and as interesting as possible to his customers. In addition to travel and lodging arrangements, he prepared informative brochures and arranged meals and sightseeing tours for his customers. Cook was eventually joined in his travel business by his son, John.

John Cook enlarged the scope of "Cook's Tours." Trips around the world, to the United States and Jerusalem were introduced–John even arranged for the transportation of an entire army of 18,000 men to Khartoum in the Sudan.

The Cooks were enthusiastic about the travel business and ingenious in their plans. In 1874, Cook provided "circular notes" which could be used as cash in the cities the tourists would be visiting. These "circular notes" were, in effect, the first traveler's checks.

When John Cook died in 1898, the business passed to his three sons. The business continued to expand over the next half-century as the Cooks opened offices around the world. The Cooks also acquired new businesses–they became the operators of sleeping-car and express trains in Europe. Today, Thomas Cook and Son has over 625 offices and 10,000 employees who still, in the tradition of Thomas Cook, provide service to travelers.

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*Reference: Lundberg, Donald E., *The Tourist Business*, Boston, Cahners Publishing Company, 1974.

WHAT IS A TOUR TODAY?

A tour is a travel plan which includes transportation, hotel arrangements and often meals, at a reduced cost. The plan can include *any combination* of the following four components:

1. *Transportation* consists of traveling from departure to destination and back again and includes transfers from the airport to the hotel, transportation to a major attraction such as Disney World, a boat trip, prepaid car rental, etc.
2. *Accommodations* refers to lodging arrangements in a hotel, on a boat, etc. The price quoted usually refers to the nightly rate multiplied by the number of nights. Frequently, meals may be included in the price.
3. *Sightseeing* refers to a tour (by bus, boat or other means), usually with a guide who describes points of interest, local history, and customs.
4. *Special Services* may include a ticket to a show or tourist attraction, a greens fee on a golf course, scuba lessons, gambling chips, an audience with the Pope, discount coupons, membership privileges at a private club, cocktails, services of a guide, and tips for any of these services.

There are advantages for both the travel agent and the traveler in purchasing a tour. The travel agent can accomplish with one phone call what might take the traveler two or three telephone calls. Also, certain types of arrangements are almost impossible for an individual traveler to make from a long distance. For example, imagine trying to arrange scuba lessons with an instructor in Honoiulu, from Indianapolis, Indiana.

A tour is also advantageous to the traveler. For example, transfers from the airport to the hotel might be prepaid, so he/she doesn't have to worry about being overcharged in an unfamiliar foreign currency by a taxi. Also, the special services usually offered in a tour reflect the special attractions of that destination.

Tours are often packaged by tour wholesalers who sell tours only to travel agencies who, in turn, sell the tours to the public. The tour wholesaler may include any combination of transportation, accommodations, sightseeing, and special services. These combinations of services are provided as "package deals."

Package Deal

The cost of a "package deal" includes the sum of the costs of any of the services outlined above (transportation, accommodations, sightseeing, and special services) plus a percentage for profit for the tour wholesaler. The travel agent also takes a percentage of the total cost as his/her commission. The savings to the traveler for accommodations, sightseeing and special services is usually not very much unless the tour wholesaler can guarantee the hotel or sightseeing company a higher percentage of occupancy as a result of the package deal. However, the savings in airfare, either through an Individual Tour Busing Fare or Group Inclusive Tour, can be substantial. The Individual Tour Busing Fare operates between a pair of cities (e.g., New York and Miami) and can represent a savings of up to 30% over the regular airfares. It requires purchase of a land package (land refers to hotel arrangements, car rentals, etc.) at a minimum price. There are restrictions on the minimum and maximum stay and the days of the week travel can take place; but in general, there is reasonable flexibility.

Group Inclusive Tour airfare applies to certain numbers of people traveling together (sometimes as few as ten people are required) who have purchased a tour which includes hotel accommodations or some other service. Restrictions on Group Inclusive Tours include:

- a limited number of pairs of cities
- limited times for departure
- minimum and maximum stay requirements
- minimum cost requirements
- group round-trip travel on regularly scheduled flights

These tours are usually organized by a tour operator,but also by large travel agencies and airlines may sometimes do it. The group traveling together does not necessarily have to stay together once they arrive at their destination; therefore, they need not be aware that there is anyone else on the tour with them.

HOW TRAVEL AGENTS MAKE MONEY

Airlines pay travel agents a commission based on a percentage of the value of the ticket. This percentage is fixed and depends on whether the client has purchased land arrangements. "Land" refers to car or hotel arrangements.

The travel agent receives a larger percentage from the airline if arrangements include either "land" or an air tour which usually includes 2 nights in a hotel and some other service. The commissions earned by travel agents are usually:

- airline ticket (no other arrangements) - 7%
- airline ticket with "land" or an advertised air tour - 11%.

Hotels, car rental companies, and steamship lines also pay commissions, but the commission rate varies. It usually is no less than 10%.

The client does not pay the travel agent a fee for his services unless they include long distance phone calls or cables, long, complex, usually foreign, independent tours, where a percentage is added to the total net price; or booking for a large group where a percentage is added to the total net price.

Some travel agents may charge a fee if it is necessary to write letters, obtain visas, etc.

Even when the agency charges a fee to the consumer, the consumer enjoys savings in terms of time and by having made available special arrangements which he/she would not normally be aware of.

ESTABLISHING YOUR OWN AGENCY

Considerable opportunity exists for entrepreneurship–opening your own travel agency–in the travel business. In fact, most travel agencies are small, owner-operated establishments with an average of five employees.

In order to apply to become an authorized travel agent, you must be licensed by the Air Traffic Conference to write out airline tickets. It is not possible to apply for licensing from the Air Traffic Conference until you have an agency in operation. In addition, the agency must be in a location which is accessible to the public.

The application for authorization must be accompanied by a fee of $80.00, a financial statement of the agency, and a $10,000 surety bond which would be used to compensate the airlines should the agency default. The manager of the firm must have had two years of full-time experience in the promotion of passenger transportation sales and service. In addition, either the manager or another employee of the agency must have had at least one year experience in airline ticketing or reservations. This ticketing experience must have been with either a licensed travel agency or a certified air carrier. The agency must also agree to abide by the rules and regulations of the Air Traffic Conference.

UNIT I. USE OF THE OFFICIAL AIRLINES GUIDE

Student Materials

OVERVIEW

STUDENT ACTIVITIES	STUDENT MATERIALS
A. Reading the Guide	
Gain familiarity with the purposes, form and abbreviations of the OAG.	Information Sheets: Governing Bodies Official Airlines Guides How to Read the OAG–Direct Flights How to Read the OAG–Connecting Flights OAG Review I OAG Review II
B. Using the OAG in Flight Selection	
Practice using the OAG to plan specific flights.	Case Studies

GOVERNING BODIES

Civil Aeronautics Board

The Civil Aeronautics Board (CAB) is a federal agency which controls the domestic airline industry regarding fares, the rules governing the application of fares, which airlines will fly between which points, how often, and the airline's right to fly. The CAB insures that the airlines will operate in the public interest.

In order to operate in interstate commerce, the airlines must have a certificate issued by the CAB which states that the airlines must operate at the public convenience and for the public necessity. The CAB insures that these conditions are met by deciding which cities will be served by which airlines and what the fares will be. Thus, even routes that are unprofitable are maintained to serve consumers, and undue competition is controlled on the profitable routes to protect the airlines. It is difficult to start a new airline because any expansion or contraction of service is usually done within the existing framework of the existing carriers by the CAB.

Certified air carriers, such as Trans World Airlines, Eastern Airlines, Allegheny Airlines, and Western Airlines, break down into two groups: trunk carriers and regional carriers. Trunk carriers serve cities without regard for regional or local traffic. They have long non-stop flights. Regional carriers, on the other hand, are identified with a particular region and have shorter non-stop flights within a confined area. An example of a trunk carrier is TWA, which flies long distances across the country primarily on east-west routes or Eastern Airlines, which flies primarily on north-south routes in the eastern part of the country. An example of a regional carrier is Allegheny, the largest regional carrier in the world, which services many smaller cities in the northeast such as Albany, Syracuse and Rochester. Western Airlines flies between cities in the western part of the continental United States and Hawaii.

Commuter carriers are not certified in the same way. They must be licensed but the rules governing their operation are not as rigid. Commuter carriers which operate entirely intrastate are not subject to CAB regulations. They do not have to publish a schedule or keep to one. They cannot, however, duplicate service to cities served by certified air carriers. For example, although Air New England, until recently a commuter carrier, operated from Boston to New York City, it was officially providing service from Boston to New Bedford, New Bedford to Hartford, and Hartford to New York City.

Federal Aviation Agency (FAA)

Planes, pilots and airports are subject to FAA regulations which govern airplane design and safety, pilot licensing, airport design, and airplane traffic control.

Air Transport Association (ATA)

Domestic airlines belong to the ATA which is their principal trade organization. It is the ATA which deals with the CAB in many cases. The legislation which provides for the CAB exempts the airlines from any antitrust laws, as a result of which airlines may act as a single body through the ATA.

The ATA is divided into several sub-sections, called conferences. One, the Air Traffic Conference (ATC), principally regulates travel agencies. It is the ATC which sets commissions on tickets, approves travel agencies, governs their conduct, issues tickets to travel agencies, and makes the rules governing them. All this is done with the approval of the CAB, but travel agencies deal directly with the ATA, not the CAB.

The Squire's Tariff, a booklet which lists all airline fares, is published every fifteen days by a private company under contract to the ATA.

OFFICIAL AIRLINES GUIDE

In order to determine information about airline flights, travel agents frequently use the Official Airlines Guide, known as the O A G. The North American guide is published bimonthly and provides information on flights in the United States, Canada, Mexico, and the Carribean.* Other editions provide information on international flights.

The O A G is organized by destination points. That is, to find out information about particular flights, you turn to the section of the O A G that names the place where the client is going. Destination points are listed at the tops of columns on each page of the O A G Each destination classification is further subdivided by departure points. For example, to obtain flight information from Atlanta to New York, you would turn to the section of the O A G with column heading(s) marked *To New York* and then find the column(s) marked *From Atlanta.*

- Within each section, you will be able to find the following flight information:

- flights to the destination from the departure point
- fares
- names of the airlines which fly the route
- departures and arrival times
- class of service available–i.e., first class and/or tourist
- meals served on the airplane
- airline flight number
- number of stops on individual flights
- type of aircraft used on individual flights.

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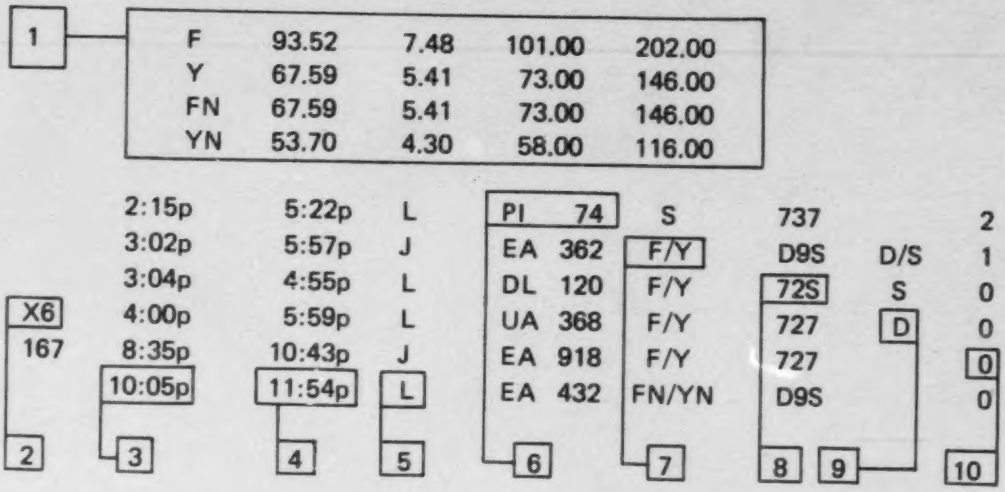
*Travel agents consult Squire's Tariff for the most recent and accurate *fare* information.

HOW TO READ THE O.A.G. – DIRECT FLIGHTS

On this page is a representation of the O A G , listing direct flights to New York from Atlanta. Numbers are used to identify certain information items in the listing. These items are explained in the notes following the listing.

O A G Sample Listing

To NEW YORK, NEW YORK
From Atlanta, Georgia



F	93.52	7.48	101.00	202.00
Y	67.59	5.41	73.00	146.00
FN	67.59	5.41	73.00	146.00
YN	53.70	4.30	58.00	116.00

	2:15p	5:22p	L	PI 74	S	737		2
	3:02p	5:57p	J	EA 362	F/Y	D9S	D/S	1
	3:04p	4:55p	L	DL 120	F/Y	72S	S	0
X6	4:00p	5:59p	L	UA 368	F/Y	727	D	0
167	8:35p	10:43p	J	EA 918	F/Y	727		0
	10:05p	11:54p	L	EA 432	FN/YN	D9S		0

1. Fare Information
2. Flight Days
3. Departure Time
4. Arrival Time
5. Airport Code
6. Airline and Flight Number
7. Type of Seating/Rates Applicable
8. Type of Aircraft
9. Meal Served
10. Number of Stops

Explanation of Sample O A G Listing

1. *Fare Information*

This section provides information on the price of airline tickets.

The first column identified the class of service.

F – First Class
Y – Economy, Tourist or Coach Class
FN – First Class on Night Flights
YN – Economy or Tourist Class on Night Flights

The second column in this section indicates the one-way flight costs without tax.

The third column in this section indicates the tax for a one-way flight.

The fourth column indicates the total fare for a one-way ticket, including tax.

The last column indicates the total fare for a round-trip ticket, including tax.

For example, the O A G sample listing above indicates that a round-trip first-class ticket from Atlanta to New York costs $202.00.

2. *Flight Days*

   In this column, information about the days of the week for particular flights is given. Numbers are used for days of the week–1 for Monday, 2 for Tuesday, etc.

   If this column is blank, the flight goes every day.

   When an X followed by number(s) appears in this column, it indicates that the flight operates every day of the week *except* those which follow the X. For example, X7 means that the flight goes every day except Sunday.

3. *Departure Time*

   This column provides information on what time the plane leaves.

   a = A.M.
   p = P.M.

4. *Arrival Time*

   This column provides information on what time the plane arrives at destination.

   a = A.M.
   p = P.M.

   NOTE: All times are given in local times of the city in which arrival or departure occurs. That is if a plane leaves Boston to go to California, the departure time is given in Eastern Standard Time and the arrival time is given in Pacific Standard Time.

5. *Airport Code*

   This column indicates the airport of arrival. A key to these codes appears in the front of the O.A.G. In the sample listing above, the following notations are used:

   L – LaGuardia Airport
   J – J.F.K. Airport

6. *Airline and Flight Number*

   This column indicates the name of the airline in abbreviated form and the airline flight number. The O A G provides a key to the abbreviations. In the sample, the following abbreviations are used:

   EA – Eastern Airlines (Flights #362, #918, #432)
   DL – Delta Airlines (Flight #120)
   PI – Piedmont Airlines (Flight #74)
   UA – United Airlines (Flight #368)

7. *Type of Seating/Rates Applicable*

This column indicates which rates are applicable.

F/Y – both First Class and Coach rates apply
S – Standard Seating; Coach rates apply
FN/YN – Night flight; Night First Class and Night Economy rates apply

8. *Type of Aircraft*

This column indicates the type of plane which will be used on individual flights.

For example, the flight leaving Atlanta at 2:15P.M. will be on a Boeing 737. More detailed information on the types of aircraft is contained in the O A G

9. *Meal Served*

This column indicates the meal served, if any, on the flight. When this column is blank, no meal is served.

The following abbreviations are used in this column:

B = Breakfast
L = Lunch
D = Dinner
S = Snack

When a slash (/) appears between two initials such as B/S, it indicates that the meal represented by the first initial (breakfast) is served in first class, and the meal represented by the second initial (snack) is served on coach.

10. *Number of Stops*

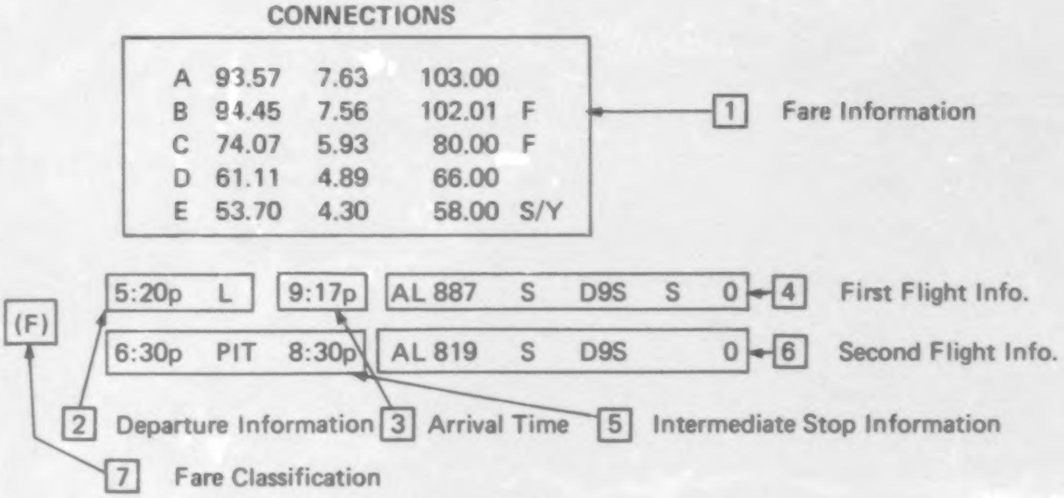
The last column indicates number of stops that the aircraft will make prior to reaching its destination. A direct, non-stop flight, of course, makes 0 stops. Other direct flights may make stops, and the number of stops is indicated in this column. For example, the flight (EA #362) leaving Atlanta at 3:02P.M. makes one(1) stop. A non-stop flight is one that makes no stops between departure and destination cities; a direct flight is one that makes at least one stop! For example, a plane that flies from New York straight to San Francisco is non-stop; one that flies from New York with a stop in Chicago before reaching San Francisco is direct. On direct flights the traveler (and his or her luggage) does not change planes.

HOW TO READ THE OAG – CONNECTING FLIGHTS

In addition to information regarding direct flights, the O A G provides information on connecting flights–i.e., flights which involve changing airplanes at one airport in order to reach the destination point. Information on these connecting flights is provided under the direct flight listings. This is indicated by the word CONNECTIONS that will be written below the direct flight information.

Just as in the direct flight listings, fare information is provided first, followed by other flight information.

On this page is a representation of the O A G listing for connecting flights from New York, N.Y. to Toledo, Ohio. Numbers are used to identify certain information items in the listing. These items are further explained following the listing.



CONNECTIONS

A	93.57	7.63	103.00	
B	94.45	7.56	102.01	F
C	74.07	5.93	80.00	F
D	61.11	4.89	66.00	
E	53.70	4.30	58.00	S/Y

(F)
5:20p L 9:17p AL 887 S D9S S 0
6:30p PIT 8:30p AL 819 S D9S 0

Explanation of Sample O A G Listing for Connecting Flights

1. *Fare Information*

   For connecting flights, different rates apply. The first column in this section provides the codes for fares for various types of connections. For example, Fare E is $53.70 plus $4.30 tax for a total of $58.00 *one-way* on standard and coach flights.

2. *Departure Information*

   The column on the first line below the fare information indicates the time of departure and the airport of departure. Codes are used to identify airports. For example, L is the notation for LaGuardia.

3. *Arrival Time*

   This is the time of arrival at the *final* destination.

4. *First Flight Information*

   Similar to the information listing for direct flights, information is provided here for the first flight, i.e., the airplane taken before changing airplanes.

5. *Intermediate Stop Information*

   Since this is a flight with a connection, i.e., the passenger must change airplanes during his/her trip, this section provides information on the intermediate stop. The first flight arrives at 6:30 P.M. in Pittsburgh. The connecting flight leaves Pittsburgh at 8:30 P.M. and arrives in Toledo at 9:17 P.M.

6. *Second Flight Information*

   This section provides information for the second flight, i.e., after changing airplanes.

   For example, in the sample listing above, the client leaves LaGuardia Airport at 5:20 P.M. on Allegheny flight number 887 in standard service on a D9S aircraft which serves a snack and has no stops. This flight arrives in Pittsburgh at 6:30 P.M. and the client must change to Allegheny flight number 819. This flight leaves Pittsburgh at 8:30 P.M. on Allegheny flight number 819 with standard service on a D9S aircraft which makes 0 stops. The client arrives in Toledo at 9:17 P.M.

7. *Fare Classification*

   This refers to "class" of travel, i.e., coach, first class.

More Difficult Connections

In some situations, the O A G does not provide a listing between two small cities or a small city and a large one. For example, the O A G does not provide a listing to Seattle, Washington from Hyannis, Massachusetts. The travel agent must route the client from his departure point to an airport where the client can get the *most convenient flight to the destination point*. In this example, the client may be routed to a connecting flight in Boston or New York. The travel agent uses the O A G to get the client a flight from Hyannis to New York or Boston, and then consults the O A G again to get the client from New York or Boston to Seattle. In making these more difficult connections, the travel agent cannot make connections which do not allow for *minimum connection times*, as specified in the O A G if a client is arriving in Boston, the standard connection time is forty minutes. This means that the travel agent must allow at least forty minutes for the client to get off one flight and board another. The travel agent cannot schedule a flight itinerary which involves arrival in Boston at 12 noon and departure on another flight at 12:15 P.M. on the same day.

The O A G contains a section which provides the minimum connecting times. Airports are listed in this section with the minimum standard connecting times, plus connecting times which are possible on specific airlines and/or between certain airlines. For example, at the airport in Louisville, Kentucky, the minimum standard connecting time is thirty minutes. However, on flights where the client is changing from one American Airlines flight to another American Airlines flight, the minimum connecting time is 25 minutes.

Connecting time is based on the size of airport—that is, how much time it would take a person to walk (or in some cases, take a bus) from one airline to another.

O A G REVIEW I
UNIT I A

Instructions

Using the sample section of the O A G provided below and the student information sheets, answer the questions which follow.

To NEW ORLEANS, LA.
From Detroit, Mich.

		F	109.26	8.74		118.00	236.00		
		S	77.78	6.22		84.00	168.00		
		Y	77.78	6.22		84.00	168.00		
X7	7:25a	M	10:10a	SO	631	S	DC9	B/S	3
X7	9:50a	M	12:38p	DL	945	F/Y	D8S	S	1
7	10:15a	M	1:00p	SO	605	S	DC9		3
	12:50p	M	3:28p	DL	677	F/Y	D9S	S	2

1. What is the cost of a round-trip ticket from Detroit to New Orleans
   a. for first class service? $ ______________
   b. for coach service? $ ______________
2. What is the flight number of the flight with the fewest stops?
   ____
3. What is the flight number of the flight which flies on Sunday only?
   ____
4. What time does flight number SO 631 leave Detroit, Michigan?
   ____
5. What time does flight number SO 605 arrive in New Orleans?
   ____
6. What type of meal do passengers on Delta Flight 677 receive?
   ____

Instructions

Using the sample section of the O.A.G. provided below, answer the questions which follow. You will notice that this section of the O.A.G. provides flights with connections.

To LOS ANGELES, CALIF.
From Greenville, Miss.

	A	163.89	13.11		177.00		F			
	B	119.44	9.56		129.00		Y			
7	8:00a		11:05a	L	SO	304	S	DC9		0
(AB)	8:30a	MEM	9:25a		UA	433	F/Y	727	L	0
X7	8:00a		12:46p	L	SO	334	S	DC9		0
(AB)	8:30a	MEM	11:10a		AA	247	F/Y	727	L	0

1. What is the cost of a connecting flight from Greenville to Los Angeles in first class service?
$ ______________________

2. What time does flight SO 304 arrive in Memphis, Tennessee (MEM)?
____

3. What time does flight AA 247 arrive in Los Angeles?
____

4. How many stops does flight SO 334 make prior to arriving in Memphis?
____

5. What time does flight UA 433 leave Memphis?
____

6. What meal is served on flight AA 247?
____

Instructions

Using the attached samples from the Official Airlines Guide (O A G), identify the appropriate flights for the client in each of the situations below. If you cannot meet the client's preference, give the next best alternative.

Case 1

John Ianetti has been informed by his manager that he must go to Terre Haute, Indiana for a conference on New Technologies in Reservations Equipment. The conference will be held for one day, Tuesday of next week. John, who lives in Indianapolis, would like to leave on the earliest flight of the day.

John will leave at ______________ on flight ______________.

Case 2

Delores Kirk intends to take a week's vacation in Phoenix, Arizona. She would like to go to Phoenix from her home in Oakland, California as early as possible next Saturday.

Delores will leave at ______________ on flight ______________.

Case 3

Susan Kitao lives in Indianapolis and has a job interview tomorrow in Terre Haute. Her interview is scheduled for 3:00 and she would like to get there at least one hour in advance.

Susan will leave at ______________ on flight ______________.

Case 4

Fred Rosen has recently graduated from high school in Phoenix and will be attending college in the Oakland area. He has some friends in Los Angeles and would like to take a flight that has at least a three-hour stop-over in Los Angeles so that he could meet with his friends for a while before flying on to Oakland.

Fred will leave Phoenix at ______________ on flight ______________.

Case 5

Lester Kwon does a considerable amount of traveling as part of his job. Whenever he flies, he likes to leave around 6:00 P.M. so that he can get in a full day's work the next day. He is presently in Phoenix for a meeting with a construction company. He would like to leave Phoenix tonight, work in Oakland for two days and then return to Phoenix Thursday night.

Lester will leave Phoenix at ________ . Lester will leave Oakland at _________.

O A G EXAMPLES

To OAKLAND, CALIF.
From Phoenix, Ariz.

S	61.11	4.89	66.00	132.00

	9:15a		12:09p	RW	744	S	D9S		2
	7:15p		10:07p	RW	954	S	D9S		2

CONNECTIONS

A	82.41	6.59	89.00	
B	61.11	4.89	66.00	Y

	10:05a		3:23p	TW	233	F/Y	72S	S	0
(AB)	11:12a	LAX	1:20p	WA	112	F/Y	737		0
X16	1:00p		6:13p	WA	606	F/Y	720	S/	0
(AB)	2:04p	LAX	5:10p	WA	114	F/Y	737		0
X6	2:45p		5:38p	TW	561	F/Y	727		0
(AB)	4:30p	SFO	5:30p	OH	271	F/Y	S61		0

To PHOENIX, ARIZ.
From Oakland, Calif.

S	61.11	4.89	66.00	132.00

	12:40p		3:43p	RW	749	S	D9S	S	2
	6:00p		8:12p	RW	818	S	D9S	D	1
	8:15p		11:10p	RW	739	S	D9S		2

CONNECTIONS

A	83.33	6.67	90.00	F
B	82.41	6.59	89.00	F
C	61.11	4.89	66.00	Y/S

	1:55p		4:48p	WA	113	S	737		0
(BC)	2:55	LAX	3:45p	CO	78	S	72S		0
	6:45p		9:55p	WA	236	F/Y	737		0
(BC)	7:45p	LAX	8:50p	WA	639	F/Y	720		0

To TERRE HAUTE, IND.
From Indianapolis, Ind.

A	23.15	1.85	25.00	50.00

X67	8:00a	8:25a	AL	70	A	B99	0
	10:20a	10:45a	AL	72	A	B99	0
	5:00p	5:25p	AL	74	A	B99	0

UNIT II. USE OF MANUALS

Student Materials

OVERVIEW

STUDENT ACTIVITIES	STUDENT MATERIALS
A. Which Manual Do I Turn To? Gain familiarity with the variety of travel information resources.	Information Sheets: Hotel Selection Tour Information Matching Exercise
B. Let's Take A Boat to . . . Use the Official Steamship Guide to choose cruises to fit travelers' needs.	Information Sheet: Official Steamship Guide Case Studies
C. What Will It Cost? Practice computing airfares using a tariff schedule.	Information Sheet: Fare Information Exercise

HOTEL SELECTION

The travel agency often assists the client in selecting a hotel or motel. Sometimes, clients know exactly where they would like to stay and the travel agency makes the reservation for the client. More frequently, the client needs the assistance of the travel agency in selecting a hotel.

There are a number of references available to assist the travel agent in selecting and reserving a hotel for the client. These include:

- Official Hotel and Resort Guide
- OAG Travel Planner and Hotel/Motel Guide

Official Hotel and Resort Guide

The Official Hotel and Resort Guide (OHRG) is one of the most objective and comprehensive sources for selecting a hotel for a client. There are three volumes: United States, North America except United States; and Overseas. The "Red Book," the United States edition, contains 30,000 listings of hotels, motels and resorts.

The Official Hotel and Resort Guide is organized alphabetically by geographic location. The section for each geographic location furnishes listings on hotels, motels and resorts in that city. Each listing includes:

- Description of the property–i.e., number of rooms, facilities
- Address and telephone number
- Commission rates
- Discount rates
- Name of reservations representative
- Room rates

In addition, each hotel is rated on a scale ranging from third-class hotel to a superior deluxe hotel. The "Red Book" organizes information in a typical listing like this:

Name of Hotel

Address, Phone

Rating; distance from central city and other points such as airports; description of rooms, e.g. air-conditioned; description of property, e.g., pool.

Rates and the credit cards accepted.

OAG Travel Planner and Hotel/Motel Guide

This guidebook is organized by location and contains information on the hotels and motels in particular cities. In addition, for each location listed, this guide indicates the airport which serves the city, time to airport from downtown, the car rental services, buslines and airlines which serve the city, and cost of limousine or taxi service from the airport to downtown.

For example, provided below is a representation of information in the guide for Elkins, West Virginia.

Elkins, West Virginia AC 304
Airport: Randolph County, EKN, 3 mi. S of City
Car Rental: Hertz
Limousine Information: Fare to Airport, $0.90

Sched. Airlines	Res. Phone	Ticket Office
Allegheny	800-235-2200	Airport Terminal

Hotel/Motel (near Airport)
Elkins Motor Lodge, Harrison Ave, Box 46
*$11.00–15.00 636-1990 ZIP 26241

The top line provides the name of the location and the telephone area code. The second line provides the name of the airport which services this community and the location of the airport to downtown. The third line indicates the name(s) of the auto rental agencies which are available in this city. The fourth line provides the fare for limousine service from the airport to downtown. The fifth and sixth lines list the name(s) of the airlines which service the airport, their phone number(s) and the location of the airlines office(s).

This ground travel and airline information is followed by Hotel/Motel listings. Each listing contains name of hotel/motel, address, range of rates, telephone number and a ranking from * to *****.

These rankings are determined by the Mobil Travel Guide and are explained as follows:

*Good, Better than average
**Very Good
***Excellent
****Outstanding
*****One of the best in the country

There are also several additional notations which appear in the listing:

REPS indicates that reservations may be made with the reservations representative which follows this notation. For example, REPS: RW indicates that reservations may be made with Robert Wagner Representatives. (A complete listing of hotel representatives is contained in the front of this manual.)

AP = American Plan (all meals included in the rate)
MAP = Modified American Plan (breakfast and dinner included)
DWB = Double room with bath

This manual also has other information which can be helpful to the travel agent, including:

- Diagrams of major airports
- Maps of U.S. cities and islands
- Airports nearest to colleges and military installations

TOUR INFORMATION

Many travelers want to plan ahead for meals, entertainment and local transportation–all of which may be included in a tour. Travel agents have a variety of resources to help in such planning, including

- Consolidated Air Tour Manual
- Travel Trade Personnel Sales Guide

Consolidated Air Tour Manual (CATM)

This manual provides information on the various special tours that are available. For example, information on a special tour to Disneyworld would be listed in this manual. The "CATM" (pronounced "catem") is organized by city and each city listing contains information on the tours in that city. Most of the tours offer special rates at participating hotels. There are also special tours on ocean liners and bus lines listed here.

A sample listing would contain the following information:

Name of City   Name of Tour Operator
Name of Tour, e.g., Historical Adventure
Rates, e.g., four nights, three days for $85 at Hotel Monument
Description of What Tour Contains, e.g. admission to four museums, lunch with museum staff, reduced rates on car rental, etc.

Each of the tours in the CATM can be reserved through airlines reservations offices. The front of the manual provides directions on completing vouchers for the tours.

Travel Trade Personnel Sales Guide

This guidebook is designed to help the travel agent in making reservations and identifying tour information for the client. It includes:

- Alphabetical list of hotel representatives, their addresses, telephone numbers and cable addresses
- Hotels represented in the U.S. and Canada (This list is not as comprehensive as the OHRG since it only lists those hotels with reservations representative agents.)
- List of tour operators, including a brief description of their specialties, addresses, phone numbers and cable addresses
- Sightseeing companies by location
- Destinations of airlines and addresses and phone numbers of main and district airlines sales offices
- Destinations of steamship lines and addresses and phone numbers of main and district offices, plus vessels, tonnage and capacity
- Railroads, bus lines, auto rental companies–same information as airlines
- Names and addresses of governmental tourist offices and professional trade associations.

MATCHING EXERCISE
UNIT II A

Instructions

The first column listed below names resource guides or manuals which are commonly used in travel agencies. The second column lists information which the travel agent needs in order to provide information to the client. In this exercise, you will be matching the manual with the information needed by the travel agent. Write the letter of the appropriate manual next to the information needed by the agent. You may use the information sheets which describe the manuals. Each letter may be used more than once, and more than one letter may be correct for each question.

Manuals

A. Official Airlines Guide

B. Travel Trade Personnel Sales Guide

C. Official Travel Planner and Hotel/Motel Guide

D. Consolidated Air Tour Manual

E. Official Hotel and Resort Guide

Information Needed

________ 1. Cost of a limousine from airport to downtown.

________ 2. Location of nearest airport to Fitzsimmons Army Medical Center.

________ 3. Size of particular hotels.

________ 4. Flight schedule from Miami to Boise.

________ 5. Map of Dallas/Fort Worth airport.

________ 6. Whether a particular hotel has a swimming pool.

________ 7. Hotel room price information.

________ 8. List of sightseeing companies in Washington, D.C.

OFFICIAL STEAMSHIP GUIDE

Although the number of people who choose to travel by ship has decreased in the last twenty years, many people like the leisure and relaxation which a cruise ship offers. To assist clients in the selection of an appropriate cruise, travel agencies use the Official Steamship Guide, which is commonly referred to as the OSG. This manual, which is published monthly, contains the following information:

- Port-to-port index for passenger liners and passenger/freighters
- Consolidated, chronological trans-Atlantic and trans-Pacific schedules
- Chronological cruise schedules
- Alphabetical list of steamship lines with services, schedules and fares
- Vessel tonnage list
- Information on ferry services

Represented below is a Cruise List similar to that which appears in each OSG. Cruises are organized by *destination.* Information in each entry includes:

- ship name
- owner
- length of cruise
- place of departure
- date of departure
- ports of call
- place of return
- minimum rate

Sample Cruise List from OSG

A. Windhover-Voyager Line. 7 days. From San Juan every Sat. thru November 24, calling at Curacao, Caracas, Granada, Lucia, St. Thomas returning to San Juan. Minimum rate $500 July 7 to Sept. 1; $400 Sept. 29, Oct. 27, Nov. 24.

B. Regina-Seafarer Line. 7 days. From San Juan starting December 23, sailing every Sunday calling at Curacao, La Guaira, Guadeloupe, St. Thomas returning to San Juan. Minimum rate $300.

C. Sundance-Anchor Cruises. 7 days each. From San Juan every Saturday from Nov. 10, through Apr. 20, calling at La Guaira, Granada, Barbados, Guadeloupe and St. Thomas. Minimum rate $300.

D. Celestial-Circuit Line. 94 days. From New York January 18 from Port Everglades January 20, calling at Bridgetown, Bahia and Rio de Janiero, Cape Town and Durban, Lourenco Marques and the Island of Mozambique, Kenya, Bombay and Cochin, Colombo, Sri Lanka (Ceylon), Klang, Bangkok, Hong Kong, Keelung, Inland Sea of Japan, Kobe and Yokohama, Honolulu, San Francisco, Guadeloupe Island, Puerto Vallarta and Acapulco, and Cristobal. Cruise terminates in Port Everglades or New York. Minimum rate $4,000.

E. Seabreeze-Southern Line. 10 days. From Los Angeles Oct. 1, stopping at Puerto Vallarta, Acapulco, Mazatlan, returning to Los Angeles. Minimum $600.

F. Easterly Pacific Line. Approx. 4 1/2 months. From Los Angeles Oct. 1, & Feb. 1, calling at Acapulco, Cristobal, Port Everglades, Rio de Janeiro, Santos, Buenos Aires, Singapore, Hong Kong, Kaohsiung, Keelung, Kobe, Yokohama, Vancouver, San Francisco. Minimum rate $4,000.

G. Globe-World Cruises. 92 days. From New York February 9, calling at Salvador de Bahia, Rio de Janeiro, Magellan Straits (cruising), Callao, Tuamotu Archipelago (cruising), Tahiti, Auckland, Wellington, Bali, Hong Kong, Kota Kinabalu, Singapore, Colombo, Bombay, Malindi, Durban, Capetown, Jamestown, Dakar, Cannes, Funchal, returning to New York April 11. Minimum rate $6,000.

H. Mexican Cruises. 11 days. From Los Angeles Sept. 20, Oct. 29, calling at Puerto Vallarta, Manzanillo, Acapulco, Mazatlan, returning to Los Angeles. Minimum rate $650.

I. Maria-Southern Line. 14 days. From San Francisco Sept. 12, Los Angeles Sept 13, calling at Manzanillo, Acapulco, Zihuatanejo, Mazatlan, returning to San Francisco and Los Angeles. Minimum rate $600.

Instructions

In this activity, you will take the part of a travel agent who specializes in cruise plans. Although many people do not have time to take cruises, your familiarity with cruise ships and plans has increased your good reputation, and clients come to you from all over the city. Today you are faced with making suggestions for three clients. Read the descriptions of the clients and then make your suggestions from the OSG information sheet you have already read.

1. Frank Sawyers and Jill Olson have been saving for a honeymoon cruise for over a year now. They intend to be married on Saturday, December 7, and would like to sail somewhere in the Carribean for seven days. Frank has always wanted to visit Granada and Jill has a friend in St. Thomas she wants to see.
2. Ann Schroeder will retire on February 1, after fifty years of teaching at the local college. Ann has always wanted to go around the world and is willing to spend all of her life savings on the trip. She wants to leave as soon as possible and to be back in Pennsylvania to plant her summer garden by the beginning of June. She really wants to see Bombay and Rio de Janiero, but otherwise does not care what cities she visits.
3. Lee Sozio has an import shop in town and likes to combine buying trips with a relaxing cruise. Lee specializes in South American handicrafts and would like to spend at least 10 days, but no more than 20 days, cruising and shopping along the shore particularly in Puerto Vallarta. Lee has to be back in San Francisco on October 15.

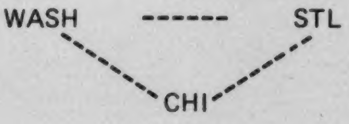
FARE INFORMATION

C. C. Squire's Tariff

The Squire's Tariff provides the official word on the cost of fares on every airline. Squire's lists the different fares available and the rules governing the application of these fares. For example, Squire's provides the rules for application of a 7 day excursion flight. Squire's also provides the routings possible with certain fares. Frequently travel agencies consult the OAG to determine the flight(s) for the client and then consult Squire's to review the regulations and the fares.

Figuring fares is often a complicated business, depending upon the type of ticket to be purchased and the route taken. For example, certain fare plans allow for stopovers, getting off the plane at a stop between your starting point and your final destination. If you were in Washington, D.C. and wanted to visit a friend in Chicago, Ill. on your way home to Seattle, you might be able to do that without paying any more than the ticket from Washington to Seattle. In that case, the tariff would show *Chicago* on the route from Washington to Seattle, probably in one of the following ways:

WASH -----CHI----- STL



If you wanted to visit a friend in Santa Fe, New Mexico, on your way home, and that did not appear on the Washington to Seattle routing, you would have to pay the fare from Washington to Santa Fe and the fare from Santa Fe to Seattle.

Fares also depend on regulations concerning time of travel, type of ticket, age of passenger, etc. Tariff manuals often include the regulations dealing with such matters.

EXERCISE
UNIT II C

Instructions

Below are three simplified charts representing the kind of information in the tariff manual. Use these charts to determine the fare for the travelers listed below. When you have a choice of routings, choose the least expensive.

Fares

Between	Chicago	Dallas		Los Angeles	
and N.Y.	100	N.O.	50	N.Y.	250
L.A.	200	L.A.	150	S.F.	75
St. L.	100	St. L.	75	Dal.	150
N.O.	200	S.F.	200	Chi.	200
Dal.	125	Chi.	125	N.O.	175

Routings

N.Y. – N.O. – L.A.
N.Y. – Chi. – S.F.
Chi. – S.L. – N.O. – Dal.
N.O. – Dal. – L.A.
S.L. – N.O. – Dal.

Regulations

1. Round-trip fares are twice one way fares.
2. Tourists staying from 7-30 days pay 2/3 fare on round-trip.
3. Children under 6 accompanied by a parent go 1/2 fare.

Guide to Abbreviations

Chi.	Chicago
N.Y.	New York
L.A.	Los Angeles
St. L.	St. Louis
N.O.	New Orleans
Dal.	Dallas

Compute the fares these travelers have to pay:

1. Mr. and Mrs. Jacobs from Chicago to New Orleans, returning in 14 days.

   ____

2. Mr. Zomba from Chicago to Dallas with stopover in St. Louis (one-way).

   ____

3. Ms. O'Neill from New York to Los Angeles with stopover in Chicago (one-way).

   ____

4. Mr. and Mrs. Lee with four-year old son from Dallas to San Francisco, returning in 4 days.

   ____

5. Ms. Svenson from St. Louis to Los Angeles (one-way)

   ____

6. Mr. Winn and 3-year-old niece from Los Angeles to New Orleans (round-trip) returning 18 days.

   ____

UNIT III. MAKING RESERVATIONS

Student Materials

OVERVIEW

STUDENT ACTIVITIES	STUDENT MATERIALS
A. What Did He Say? Gain practice in the coding of reservations.	Information Sheets: Codes Used by Airlines Reservations Personnel Making the Reservation Instructions for "Travel Agent" Coding Sheet
B. Itineraries, Tickets, Vouchers Gain understanding of the purpose of various reservations forms and practice in their use.	Information Sheet: Filling Out Forms Reservation Forms Exercise: Working Itinerary Forms Blank Forms

CODES USED BY AIRLINES RESERVATION PERSONNEL

Airlines reservations personnel use a variety of codes when they are typing reservations into the computer. Listed below are some of the notations used by reservations personnel.

A. Dates are listed as 27 December rather than December 27.

B. Two digit codes are used to identify the airlines, for example, the code for Eastern Airlines is EA, the code for Trans International is TI.

C. Class of service is noted with initials. For example, F is the notation for first class, Y is the notation for coach.

D. When one person makes a reservation, only his/her last name and first initial are typed into the computer. So a reservation for Joan Keefe would be typed in as Keefe, J.

E. When reservations are made for a husband and wife, Richard and Jane Tilton, the information is typed in as: 2/Tilton M/M R.

The computer allows only a certain amount of space for each notation. When there is not enough space for writing the complete information, the agents use additional codes or type in only that information which will fit.

MAKING THE RESERVATION

Once the travel agent has identified those services such as airline flights and hotels which meet the needs of the client, he/she makes reservations for the client. The travel agent normally "books space" for the client by telephone.

Airline Reservations

When making reservations for the client, the travel agent usually calls the airline (or other provider of transportation) first. The agent consults the OAG to determine the appropriate flight(s) for the client before calling the airline. To minimize errors and to simplify changes for a passenger making a connection, the entire flight itinerary of any trip is made with one airline—generally the first one to be used by the client. This airline then takes care of all other flight reservations. For example, the travel agent wants to book the client on a flight from Des Moines, Iowa to Nashville, Tennessee. To do this, the client must take a United Airlines flight from Des Moines to Chicago and continue with an Eastern Airlines flight to Nashville. The agent calls only United Airlines which, in turn, makes the arrangements with Eastern Airlines.

In most cities, the airlines have a special reservations number for travel agents only.

Since airline reservations agents type information into a computer reservations system, the information is given in a specific order by the travel agent. An example of a conversation made to make reservations from Boston to Denver follows.

CONVERSATION	COMMENTS
Airline Reservation Agent: "Reservations, this is Mary."	
Travel Agent: "Hi, Mary. This is Bob at Travel Everywhere. I would like two seats on your flight two-five-three, coach on the zero seven October, Boston to Denver."	Remember that the reservations agent is typing information into a computer so that October 7th is typed in as 07 October. The agent types the information provided by Bob into the computer as Bob talks. The computer terminal will indicate whether space is available on that particular flight.
Airline Reservation Agent: "O.K., that's confirmed, 9:30 A.M. to 3:30 P.M."	These are the times the computer shows the plane leaving Boston and arriving in Denver. The travel agent should check to make sure these are the same times listed in the OAG since the flight schedule listed in the OAG may have been changed.
Travel Agent: "Good. Next, I would like flight three-six-two, coach, the zero nine October, Denver to Las Vegas."	The reply from the computer is that this flight on that day is sold out. However, there is a waiting list. If any of the people presently booked on the flight cancel, it might be possible to accommodate people on the waiting list.

CONVERSATION	COMMENTS
Airline Reservation Agent: "I'm sorry, but that flight is wait-list only."	
Travel Agent: "Would you wait-list them for me and try your flight one-three-five?"	One-three-five has been determined by the travel agent to be the next best flight for his/her clients.
Airline Reservation Agent: "That's confirmed, 4:30 P.M. to 5:46 P.M."	The reply from the computer is positive. Sometimes the reservations agent will volunteer to find the next available flight, but generally it will be on their airline and may not be the next *best* flight. When the flight you want is sold out and your client is wait-listed, it is best to "book" the next best flight so that if the flight you wanted does not become available, your client has the protection of a back-up flight.
Travel Agent: "Then I would like Western Airlines flight two-three, the one-one October, standard class, Las Vegas to San Francisco.	This is an example of making a reservation on a different airline from the one you are talking to.
Airline Reservation Agent: "What are the times on that?"	If the times of one airline's flight do not appear on another airline's computer, or the airline is not connected to another airline's computer, the reservations agent will have to telephone the other airline to make a reservation.
Travel Agent: "1:37 P.M. to 3:14 P.M."	
Airline Reservation Agent: "O.K., that's confirmed."	
Travel Agent: "Good, then surface to Los Angeles."	*Surface* refers to transportation means other than air to Los Angeles.
"And Los Angeles to Boston, open."	*Open* means that the passenger plans to buy the ticket now but is not sure when or on which flight to return.
Airline Reservation Agent: "Are the names the same?"	The names of all the passengers must be listed in the reservation, last name first.
Travel Agent: "Yes, Smith, Mr. and Mrs. Harold."	The entry in the computer would read '2/Smith M/M H.'

CONVERSATION	COMMENTS
Airline Reservations Agent: "Contact for the passengers?"	The airline reservations agent is asking for the telephone number of the passengers. The airline wants some means of contacting the passenger in case the schedule changes, and it is impossible to contact the travel agent.
Travel Agent: "Boston phone is (617) 555-1234. And my phone is (617) 555-4321.	All of this information is entered into the computer by the reservations agent. It insures that should there be any change in the schedule of any of the flights, the travel agent will be informed. It also insures that no one but Travel Everywhere or the passenger can change the reservation.
Airline Reservations Agent: "O.K. is there anything else, Bob?"	
Travel Agent: "Yes, I would like to book a tour, 'Las Vegas Swing.' It is on page 56 of the Spring-Summer-Fall CATM (Consolidated Air Tour Manual).	
Airline Reservations Agent: "Found it. Which hotel would they like?"	
Travel Agent: "Caesar's Palace for two nights, zero nine October, superior accommodations."	
Airline Reservations Agent: "That's on request."	This means that the airline does not have availability in the computer and will have to call the hotel or tour operator directly and will call the travel agent back to confirm it.
Travel Agent: "Fine, thank you."	The travel agent will make the reservations for the Las Vegas Hotel with the airline's representatives since it is listed in the CATM. Other hotel reservations are made separately with a hotel reservation representative.

Hotel Reservations

Procedures for booking a hotel reservation vary more than airline reservations.

Most large hotel chains, such as Holiday Inn or Hilton have a WATS (Wide Area Telephone Service) line (area code 800), which does not cost anything for the travel agent to call. A great number of hotels have reservations representatives in major cities, so that the travel agent can call one of these reservations representatives locally rather than calling the hotel itself long-distance.

If the hotel does not have a WATS line or reservations representative, the travel agent calls the hotel itself, and bills the client for the cost of the telephone call.

The hotel or its reservations service requires the arrival date, number of nights stay, type of room (single, double, superior, deluxe, etc.), the client's name, and the name and address of the travel agent.

There are a number of ways to insure that, when the client arrives, there will be a room waiting for him. If the hotel is not heavily booked or not in a popular resort area, there is generally no problem and a room should be available. If there is a chance that the hotel might be full, a deposit can be collected from the client and sent to the hotel so that the room will definitely be held by the hotel. If the client wishes (perhaps because of a late arrival), the travel agent can guarantee the reservation, meaning that the client will pay for the reservation, even if he/she does not show up.

Car Rental Reservations

Most auto rental agencies have WATS lines for reservations. The reservations agent at the auto rental agency will want to know the following information:

- Location of rental
- If car will be rented at an airport, the arrival time and flight number
- Date of arrival
- Duration of rental
- Type of car—e.g., sub-compact, luxury
- Method of payment—e.g., credit card, cash
- Name and age of client
- Name of travel agency

If the client does not have a credit card to which the cost of the rental can be charged, the rental company requires a cash deposit. The company also wants the age of the client, since some companies will not rent to someone under twenty-one.

Special Tours

The method of booking a tour with a tour operator varies with the tour operator. Generally, the travel agent calls a WATS number or local telephone number to reach the tour operator. The travel agent then identifies the tour desired, the category of service, the dates of the tour, special services desired, and the names of the client and agency. Payment is generally in the form of a travel agency check in the amount of a deposit or full amount.

In this activity you will play the part of a travel agent making airline reservations. Be sure to read clearly and to answer the reservations agent's questions carefully.

Reservation One

Hello, this is Fran from Globe Travel, 734-0081. I would like to reserve a couple of seats on the flight that leaves at 2:30 for Robin and George Hall. They will be going to Seattle from Cleveland in Coach on October twenty-second. It is flight number three-fifty-two. Their local phone number is 734-5968. They will then be flying from Seattle to San Francisco in Coach on your flight number two-fifty-five at 3:30, the next day. They will return to Cleveland on November third on Eastern Airlines number seven hundred and eight.

Reservation Two

Hello, this is Frank from World Travel. I would like two seats on your flight number five-three-two, coach on the one-five October Seattle to Cleveland. Then, I would like your flight number two-six-five coach on the one-six October, Cleveland to San Francisco. Then, return Eastern Airlines flight number zero-six-eight on the three-zero November, San Francisco to Seattle. The names are Riley, Mr. and Mrs. Joseph. Local phone is 734-5432. My name is Frank at World Travel and my number is 734-8706.

Travel: III-S-8

AIRLINE RESERVATIONS CODING SHEET

UNIT III A

No. of Seats	Air-line	Flight No.	Class	Day	Month	From	To	Passenger Name	Contact
☐☐	☐☐	☐☐☐	☐	☐☐	☐☐☐☐	☐☐☐☐☐☐	☐☐☐☐☐☐	☐☐☐☐☐☐☐☐☐☐☐☐☐	☐☐☐☐☐☐☐
☐☐	☐☐	☐☐☐	☐	☐☐	☐☐☐☐	☐☐☐☐☐☐	☐☐☐☐☐☐	☐☐☐☐☐☐☐☐☐☐☐☐☐	☐☐☐☐☐☐☐
☐☐	☐☐	☐☐☐	☐	☐☐	☐☐☐☐	☐☐☐☐☐☐	☐☐☐☐☐☐	☐☐☐☐☐☐☐☐☐☐☐☐☐	☐☐☐☐☐☐☐

Agent Name	Agency Name	Contact
☐☐☐☐☐	☐☐☐☐☐☐	☐☐☐☐☐☐☐

AIRLINE RESERVATIONS CODING SHEET

UNIT III A

No. of Seats	Air-line	Flight No.	Class	Day	Month	From	To	Passenger Name	Contact
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CODING SHEET
UNIT III A

FILLING OUT FORMS

Once the travel agent has completed making the reservations, he/she is not finished. He/she still has other forms and procedures to follow in order to assure the client of the arrangements which have been confirmed. Travel agents use Working Itinerary Forms, such as the one following, to record information about the client's trip. This form assists the agent in keeping records for the client. All of the notations used are necessary to provide the client with the information needed for the trip. The column entitled PER is used to record the initials of the agent who made the reservations.

Tickets

The travel agent must now write out the airline tickets for the client. Only travel agents licensed by the Air Traffic Conference may write airline tickets. A representation of an airline ticket is shown below:

PASSENGER TICKET	**Agency:** *Globe Travel*					
Name *Ralph, P.*	Fare *42 + 2.52 = 44.52*					
Good for passage between these points:	Carrier	Flt No.	Class	Date	Depart	Arrive
From *Boston*	*TI*	*075*	*Y*	*5/1*	*11:00a*	*12:10p*
To *Philadelphia, Pa.*						
Form of Payment *Cash*						

Vouchers

The travel agent also writes out vouchers, sometimes called coupons or confirmations, for hotel and car arrangements. If the hotel arrangements are part of a tour in the CATM or part of a special airlines package, there is a special coupon which the travel agent must complete. However, in most cases, the travel agent completes a coupon similar to the one below. This serves as proof that the reservations were made and assists the travel agent in billing procedures. The client presents the voucher to the hotel or car rental agency.

TRAVEL VOUCHER
GLOBE TRAVEL
Anystreet
Yourtown, USA

Date Issued: May 17

For: Mr. James Kent

To: Night's Sleep Motel
15 Franklin Terrace
Denver, Colorado

Please furnish client with one double room for one night. Arrival on May 19, Departure May 20. *Reservation Guaranteed by Client*. Reservation confirmed by Mr. Raymond at Central Reservations.

Itinerary

Sometimes travel agents prepare personalized itineraries for the client, detailing the plans for the trip. This itinerary is given to the client with the airline tickets and vouchers. A sample itinerary is presented below.

ITINERARY PREPARED FOR MR. and MRS. KEITH JACKSON

Weekend in Philadelphia

Friday, May 15

Check in by 5:30 P.M. at Trans International Counter, Newark Airport
Board American Airlines Flight 415 departing 6:00P.M.
Arrive in Philadelphia at 7:30 P.M.
Pick up rental cat at Auto-Rent Counter

Proceed to Independence Hotel

Saturday, May 16

Day at leisure

Sunday, May 17

Say good-bye to Philadelphia as you prepare to return to Newark
Check out of hotel and return car at airport
Check in at Trans International Counter by 1:00 P.M. for Eastern
Airlines Flight 684, departing at 1:30
Arrive in Newark 3:00 P.M.

NAME Ms. Laura Jenkins **DATE** 7/12 **PTY OF** 1

ADDRESS 16 Pine Street **HOME TEL.** 643-8192 **BUS. TEL.** 864-2977

CONTACT ☒ Pick-up ☒ Cash ☐ Deliver ☐ Charge

FLT. NO.	CLASS	DATE	DAY	FROM	TO	DEP.	ARR.	Meals	Stops	RES.	PER	FARE	TAX	TOTAL
VA 123	Y	5-21	1	DEN	NY	11:10a	1:15p	L	0	x	DS	285	16.80	301.80
VA 321	Y	5-24	4	NY	DEN	12:05p	5:30p	L	0	x	SP			

HOTEL	ADDRESS	CITY	ARR.	DEP.	NGTS.	TYPE	PLAN	RATE	PER
Castle	15th Street	NY	5-21	5-24	3	DWB		30.00	AL

CAR RENTAL FIRM	CITY	PICK-UP	ARR.	DEP.	TYPE	RATE	PER
Auto-Rent	NY	Airport	5-21	5-24	Compact	18+	Joan

Working Itinerary Form

Instructions

Based on the information in the Working Itinerary Form, complete the ticket, voucher and itinerary for Ms. Jenkins.

Ticket

PASSENGER TICKET	**Agency:**					
Name	Fare					
Good for passage between these points:	Carrier	Flt No.	Class	Date	Depart	Arrive
From						
To						
Form of Payment						

Voucher

For: Date Issued:

To:

Itinerary prepared for:

5/21

5/22

5/23

5/24

UNIT IV. INTERVIEWING THE CLIENT

Student Materials

OVERVIEW

ACTIVITIES	MATERIALS
A. Questions and Answers	
Identify the questions that a travel agent might ask to determine a particular client's needs.	Questions and Role Profiles
B. Selecting the Arrangements	
Practice matching client needs to available options in client-travel agent role-play.	Role Profiles A Role Profiles B

Instructions

This exercise consists of a set of role profiles of individuals who are potential clients, and a series of questions which travel agents usually ask.

1. Read the list of questions and each of the role profiles.
2. Beneath each of the role profiles, write the numbers of the questions you would ask the client *in the order in which you would ask them.* Do not ask the client any information which is already provided. For example, if the client's role describes an interest in leaving April 12th, do not ask the client "When would you like to leave?"

List of Travel Agent Questions

1. When would you like to go?
2. When would you like to return?
3. How much money would you like to spend?
4. Would you like a car with air-conditioning?
5. Would you like to go to Europe?
6. Would you like a hotel near the beach, even though it might cost more?
7. Would you like to rent a car?
8. The Sleepy Inn has a swimming pool and is downtown. Would you like to stay there?
9. The Happy Traveler Hotel is near the airport. Would you like to stay there?
10. Would you like to travel coach or first class?
11. Mount Vernon is very nice this time of year. Would you be interested in going there?
12. How much time would you like to spend?
13. How many are traveling?
14. What are the names of the people who are traveling?
15. Would you like me to arrange for a tour of the city for you?
16. Would you like me to make hotel reservations for you?

Role Profiles

Frank Light:

"Hello, I would like to go on a vacation somewhere, but I'm not really sure where. I'm very interested in history and would like to go to a place where I can see some historical sites. I'd like to go for about a week. I can spend about $600."

Karen Cohen:

"Hello. I'm going to San Francisco next Thursday. Could you make a reservation for me on flight number EA 582 arriving in San Francisco at 5:30. I want to travel coach. Also I would like to rent a compact car there for four days. I'll be staying with friends so there will be no need for a hotel reservation."

Jeff Carlton:

"Could you please tell me the name of a good hotel in Franconia, New Hampshire?"

Jan Lanza:

"Hello, I am looking for a place to stay tonight. I would like to stay somewhere near the airport."

Joanne Knapp:

"Could you help me plan my trip to Nassau? I have about ten days' vacation and definitely want to get to Nassau, but don't know where to stay or what airline to take."

Maureen Sullivan:

"My family and I want to go skiing in Colorado this winter. Could you make flight arrangements for us?"

Instructions

This exercise consists of two role descriptions for both a travel agent and a client. You will alternately play the role of the travel agent and client.

When you play the role of the travel agent, you will be provided with information which the client is interested in obtaining. You must ask the client questions based on what the client tells you and what you need to know to make arrangements for the client. You must also provide the client with the answers to his/her questions. Once you have completed interviewing the client, fill in the decision reached in the space provided in your role.

When you play the role of the client, you will be provided with information about the type of travel arrangements you are interested in. You should communicate your interests to the travel agent and ask some of the questions necessary to make the best possible travel arrangements for you.

ROLE-PLAY 1 (to use with your partner's role-play 1)

Louise D'Agostino – Client

Louise is young, single and interested in driving to Cape Cod for a few days' vacation. She wants to get away from her job as a movie theater manager in New York City which has really tired her out. She will be travelling with her roommate. She wants to go after July fifteenth. Louise is quite athletic and would prefer to stay in a hotel that offers tennis and swimming. Price is a consideration, but she is willing to pay more to stay in a place that has a lot to offer.

ROLE-PLAY 2 (to use with your partner's role-play 2)

Julie Siegel – Travel Agent

Julie has worked in the travel business for the past five years and enjoys helping people with their vacation plans. Julie uses the information below to assist Charles:

Sun Fun Tour Puerto Rico

8 days $600 per person.
Includes roundtrip night jet from New York, air-conditioned room for eight days, seven nights at the delightful El Rico Hotel with pool and private beach. Admission to Race Track, free rum party, crab races, champagne dance, scuba diving, water sports instruction, daily activities, gambling.

Oh What Fun Tour Puerto Rico

8 days $500 per person.
Roundtrip midweek day jet from New York. Luxurious air-conditioned room with private terrace for eight days, seven nights at the magnificent new Rio Grande Hotel. Rum cocktail, two-hour sightseeing trip, and unlimited tennis.

Magnifico Tour Puerto Rico

8 days $550 per person.
Roundtrip day jet from New York, cocktail and show, tennis clinic with instant replay, superior room at the Plaza de Toro, pool, gambling.

Sun Bonanza Puerto Rico

8 days $400 per person.
Roundtrip day jet from New York, air-conditioned, magnificent room, 2 meals daily, Hotel Patree right on the beach, tour of the island.

What a Way to Live Tour Puerto Rico

8 days $500 per person.
Roundtrip midweek jet, accommodations at superb oceanfront hotel, tennis, welcome drink, sightseeing tour, gambling.

Sun-derella Tour Puerto Rico

8 days $450 per person.
Includes roundtrip midweek jet from New York, first class hotel, right on the ocean, continental breakfast daily, welcome drink, tennis, sightseeing.

Tour Selection for Charles: ____

Instructions

This exercise consists of two role descriptions for both a travel agent and a client. You will alternately play the role of the travel agent and client.

When you play the role of the travel agent, you will be provided with information which the client is interested in obtaining. You must ask the client questions based on what the client tells you and what you need to know to make arrangements for the client. You must also provide the client with the answers to his/her questions. Once you have completed interviewing the client, fill in the decision reached in the space provided in your role.

When you play the role of the client, you will be provided with information about the type of travel arrangements you are interested in. You should communicate your interests to the travel agent and ask some of the questions necessary to make the best possible travel arrangements for you.

ROLE-PLAY 1 (to use with your partner's role-play 1)

Pat Ryan – Travel Agent

Pat has worked in the travel business for the past five years and enjoys helping people with their vacation plans. Pat uses the information below to assist Louise.

Cape Holiday House: $11.00 per person double occupancy includes continental breakfasts, new beautiful heated indoor pool, new sauna baths. Walk to boats, center of town and restaurants.

Sun Blaze Motor Lodge: any three days, 2 nights $21.50 per person double occupancy. Heated indoor pool, spacious saunas, putting green, luxury accommodations with color TV. Two continental breakfasts.

Sea Mist Motor Inn: $15.00 daily double occupancy. Free indoor pool, sun patio, sauna, 3 all-weather tennis courts.

Codder Inn: any three days, 2 nights $15.00 per person double occupancy, air conditioning, free coffee, heated indoor pool, sun patio, sauna, 3 all-weather tennis courts.

Atlantic House: $16.95 for room and full breakfast for two nights, three days. Indoor and outdoor pools, TV, air conditioning. Ocean view.

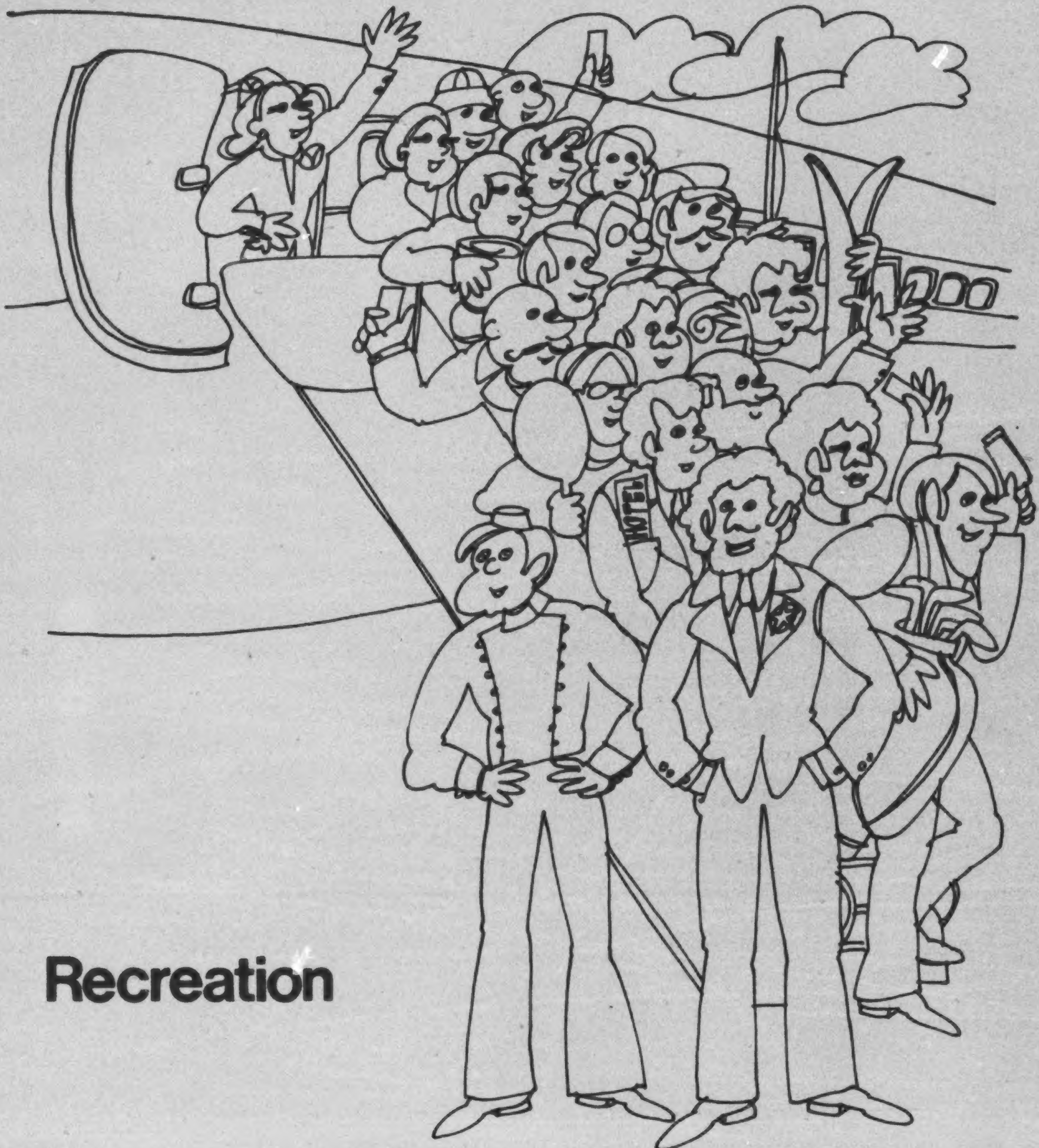
Cape Harbor Motel: $18.00 daily includes complimentary greens fees, health spa, outdoor pool. Continental breakfasts, tennis at extra cost. Beautiful rooms with color TV.

Hotel Selection for Louise:

ROLE-PLAY 2 (to use with your partner's role-play 2)

Charles Brown – Client

Charles is twenty-eight years old, married and employed as a restaurant manager. Charles and his wife want to go to Puerto Rico for about a week. They are interested in finding a hotel that is right on the beach, that has tennis and gambling. Charles does not want to spend more than $500 per person. He has heard that the travel agent knows of special package deals and would like to buy a package deal as long as the package contains what he wants.



Recreation

TEACHER RESOURCE INFORMATION

The information presented here represents the framework which should be understood by students preparing for careers in recreation. The outline presents an overview of the industry, including its size, range of services, important economic and social factors, and relationship to other industries; a description of consumer characteristics; and a description of the work environment and career opportunities. This information may be used as material for a presentation or lecture to orient students to the field before they begin the occupational preparation activities or as background information during the activities.

NATURE OF THE INDUSTRY

Overview

- The steady increase in the amount of time available for leisure activities for Americans and in the material standard of living has created a great demand for recreation services. Increased leisure time has resulted from more holidays and longer vacations as well as earlier retirement for workers.
- The goals of recreation services include: the enrichment of the quality of life for all people; the provision of experiences that contribute to the physical health and development, social adjustment, and emotional well-being of participants; the preservation of the physical environment by providing open, green spaces; the provision of opportunities for people who are unable to meet their recreational needs on their own, such as the poor, the handicapped and young people; and the enrichment of the community by providing facilities where people can work and play together.*
- The field of recreation involves a wide range of services and activities.
- Recreational services provide facilities for physical activity and for arts and crafts; self-directed activities (such as golf) as well as activities which provide instruction (such as riding stables); activities for all age groups as well as activities for special age groups (such as Boy and Girl Scouts). The facilities may be available to everyone (such as National and State Parks) or to a limited group (such as a recreational program in an apartment complex); they may have little or no cost associated with them (such as a local recreation department) or may charge the consumer (such as a ski lift).
- There are seven basic types of organizations which provide recreational services:

Federal Government: These services primarily relate to outdoor recreation and parks, for example, national parks.

State Government: These services also relate to outdoor and park activities within the state, such as state parks. Sometimes the state is involved in special recreation programs, such as programs for the elderly.

Local Government: The local government's recreational services are usually administered by the city recreation department. These services include games and sports, outdoor activities, arts and crafts, performing arts, and assistance to community agencies in providing recreational services. Therapeutic recreation programs, administered by local governments, provide recreation for the handicapped.

Voluntary Organizations: These organizations (e.g., Y.W.C.A.) often offer the same range of services as the local government. Some voluntary organizations focus on a special group of consumers. For example, the Golden Agers is a program specifically for the elderly and disabled; the Scouts are designed for youth.

Private Organizations: These organizations also provide a wide range of recreational services. They differ from the local government in that the services are not available to everyone. For example, a yacht club might have recreational facilities which are available only to members of the club.

Commercial Organizations: A wide range of recreational services are provided by commercial (business) organizations. They include facilities for self-directed activities such as golf and bowling, and facilities providing instruction, such as health clubs and riding stables. They differ from local government services in two ways. First, as a rule, the commercial facility specializes in one type of service, e.g., dancing at a dancing school. Second, the consumer pays for use of commercial services.

Industrial Organizations: Some companies and unions provide recreational services for their

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*Richard G. Kraus, and Joseph E. Curtis, *Creative Administration in Recreation and Parks* (St. Louis: C.V. Mosby, 1973).

employees or members. This type of organization is similar in nature to private organizations.

- There is a trend for public and commercial or private recreation organizations to combine their programming efforts. If this continues, new opportunities for employment are likely to arise.
- The several types of organizations involved in the provision of recreational services employ many people. For example, *local* recreation and park services employed approximately 119,515 full-time and part-time workers, according to the Recreation and Park Yearbook 1966, published by the National Recreation and Park Association. In 1970, *State* parks employed 34,334 year-round and seasonal workers, according to the statistics compiled by the National Conference on State Parks.
- Public and private employers differ in that private employers usually have a select clientele, are self-supporting, and are profit making. Public employers are tax-supported (sometimes self-supporting); are available to the public, either free or for a small fee; and are not profit-making. Examples of recreation employers in the public sector are the federal, state, and local governments. Examples of recreation employers in the private sector are bowling alleys, resorts, health clubs, and ski lodges.

Economic Factors

- During the Great Depression, attendance in public parks and recreation programs increased because people had little money to spend on commercial and private recreation. This increase in clientele caused a strain on park and recreation budgets because tax revenues for such programs were being cut at the same time. Therefore, the Federal Government established emergency work programs related to recreation. Examples of such programs are the Recreation Division of Works Progress Administration, National Youth Administration, and Civilian Conservation Corps.
- In recent years, national affluence has increased spending in leisure and recreation activities. It was determined by Merrill, Lynch, Fenner and Smith that one-eighth of after-tax income is spent on recreation.

Social and Cultural Factors

- Factors affecting usage of recreation services include income, sex, age, race, education, location, and values. For example, persons with high income may use commercial facilities more than public facilities—e.g., a private swimming pool rather than the municipal swimming pool.
- Traditional stereotypes have associated boys with rigorous leisure activities, emphasizing competition and physical dexterity. Girls, on the other hand, have traditionally been channeled into sedentary activities. Recently, these stereotypes have begun to change. Schools are giving equal emphasis to girls' athletics, and the law requires that Little League athletics be open to girls.
- The increasing longevity of Americans is causing a greater demand for services by the elderly.
- Segregationist policies have meant that blacks and other minority groups could not use traditional recreational facilities. Some groups developed facilities of their own, such as the Elma Lewis School of Roxbury, Massachusetts, a school for music, dance, and drama.
- Another social and cultural factor affecting use of recreation is the increase in holidays and vacation time for workers. For example, in the 1940's workers received approximately 2 paid holidays per year; in the 1970's they receive approximately 6. The average worker today has 3 weeks of vacation time a year.

Relationship with Other Industries

- Recreation has relationships with many other industries. One relationship is with the manufacturing, wholesale and retail trades involved in *recreational products*, such as tennis racquets, trailers, or playground equipment.
- Another close relationship is with the *travel* and *lodging industries.* When individuals travel, they are often interested in nearby recreational facilities. Many vacationers select a hotel on the basis of recreational offerings either within the hotel, or nearby. In addition, many individuals consider rides in their automobiles, on trains, etc., to be recreational activity.
- Recreation also involves the *publishing industry.* Many persons spend their recreation time reading books, newspapers and magazines.

Consumer Characteristics

- There is no typical consumer of recreation. Consumers include the young and the elderly; the poor and the rich; persons with little education and persons highly educated; and so forth.

- The expectations of consumers for recreational services range as widely as the nature of the consumers themselves. These expectations include need for companionship, exercise, relaxation, and helping others.
- Consumers have expectations regarding different types of recreation programs. For example, persons expect a wide range of wholesome activities at minimal cost from their municipal recreation department. In hospitals, patients may expect recreation to relieve their boredom. From commercial facilities, individuals may expect professional instruction.

THE WORK ENVIRONMENT

Skill Requirements

- Experienced workers in recreation suggest that workers have a background in general education, e.g., humanities, psychology, sociology; recreation, group process and business skills; and administration.
- Work in program supervision and administration of public, voluntary and government agencies usually requires a college degree.

Benefits

- Recreation occupations provide the advantage of easy access to recreational facilities. However, it should be noted that peak leisure times include evenings and weekends; therefore, recreation workers must work during these hours.
- These occupations offer the opportunity to combine an avocation (e.g., dance) with a vocation (e.g., dance instructor).

CAREER OPPORTUNITIES

How Does One Look for a Job in the Recreation Field?

- There are a variety of sources for identifying potential positions involved in recreation. These sources include high school counselors and college placement offices, recreation societies, the civil service listing for public positions, and job placement agencies.
- Civil service requirements for a position in recreation often include college study in recreation or a related field.
- Presently, one does not have to obtain a license for employment in recreation. However, there is a trend for states to request their recreation workers to register with the state. Registration is not mandatory, but it does provide a way for states to control the quality of recreational services.

Career Mobility

- Managerial positions in recreation require a college degree and skills in supervision and administration.
- Managerial positions include administration of the entire work effort and responsibility for maintenance and facilities, personnel, budget, and public relations. In essence, the manager of a recreation program has responsibilities similar to the manager of any type of program or business.

SUGGESTED STUDENT ACTIVITIES

1. Each student should interview persons employed in a private recreation facility, and a person employed in a public recreation facility. Their interviewing should focus on similarities and differences in job descriptions and requirements, work environment, organizational structure, and nature of daily tasks and responsibilities.
2. Students should conduct a simple survey of persons in their community to determine a) how often they use community public and private recreation facilities, b) why they utilize the respective facility, and c) what other services would they like to be offered in the community.
3. Students should read, study, and write book reviews about pioneers of recreation and parks as we know them today—the prime candidate for this activity is Frederick Law Olmstead.
4. The class should discuss the relative advantages and disadvantages of a career in recreation.
5. Located in the Student Materials are sheets which provide additional interesting information about recreation services. These sheets include such items as brief descriptions of the history of the industry and information about various aspects of businesses and employment in the field. These sheets may be used as introductory readings for some of the Suggested Student Activities, as the basis for class or group discussions, or as supplementary material for the occupational preparation sections of this curriculum. The Student Resource Information sheets for this component are: *The Field of Recreation* and *Adventure Outdoors.*

UNIT I. LEADING GROUPS

Teacher's Guide

OVERVIEW

STUDENT ACTIVITIES	STUDENT MATERIALS
A. What Is a Leader? Students develop descriptions of the characteristics of a leader and compare the similarities and differences in their descriptions.	
B. Three Leadership Styles Students examine three types of leadership and analyze each in terms of its effectiveness in different situations.	Leadership Direction Sheet, one for each of three group captains
C. Identifying Leadership Styles Students match statements by leaders with various situations and evaluate these statements.	Worksheet for each student
D. What Does A Leader Do? Students rank the abilities of recreation leaders and examine the style of leadership when a group is working on a specific task.	Ranking sheet for each student Observation Guide for each of six group observers
E. How Do I Lead? Students examine their own abilities as group leaders.	
F. Communication Skills Students examine the importance of communication skills in leadership.	Instructions for class demonstrator

UNIT I. LEADING GROUPS

OBJECTIVES

- Students will be able to define leadership.
- Students will be able to identify those qualities associated with being a good leader.
- Students will be able to identify their own leadership abilities.
- Students will be able to identify and explain basic skills and abilities of effective leadership: awareness of self, awareness of individual needs and abilities within a group, and communication skills.

RATIONALE

All occupations within the Recreation subcluster involve leadership skills and responsibilities. This unit exposes students to a consideration of leadership in general and of recreational leadership in particular. The activities focus on the different kinds of leadership styles as they are applied by different leaders in different situations with different groups. For example, a recreation leader may need to be directive as far as the health and safety of program participants are concerned and yet be permissive when participants are involved in individual creative activities.

The concept of self-awareness is also important in order for individuals to assess their own leadership abilities.

CONCEPTS

- A recreation leader's chief responsibility is to participants, rather than activities; therefore, knowledge of how to lead and supervise a group is fundamental to other recreation skills.
- All positions in recreation occupations involve leadership skills and responsibilities.
- Leadership in recreation demands the same qualities and skills needed for leadership in any other social/group experiences (examples: school, clubs, organizations, etc.).
- Leadership styles may be characterized in the following way: *Directive*: gives directions for others to follow; stresses discipline; makes decisions for others. *Democratic*: helps the group to arrive at decisions and determine its own purposes; stimulates the group to meet designated goals. *Laissez-faire or Permissive*: gives freedom to a group to solve its problems and make its decisions; is non-directive.
- Each leadership style has its advantages and disadvantages. It is important to select the most appropriate style based on (a) the leader's personality, (b) the needs of the group, and (c) the nature of the task to be performed.
- Leadership training in recreation occupations is based on skills and concepts which are applied to real situations.
- Self-awareness is important for good leadership.
- A good leader must be sensitive to the needs both of the group and of the individual participants.
- A leader's sensitivity to individuals and their roles within the group can facilitate a trusting and safe environment which facilitates participant involvement.

ACTIVITY A. What Is A Leader?

Introducing the Activity

1. Ask the students to name the different types of groups found in the school. Examples of such groups are: clubs, classes, cliques, athletes, intellectuals, and teachers. List some of these on the board.
2. Then ask the class to think of the leaders in each group and to describe the qualities that make these individuals leaders. Qualities may include: enthusiasm; love of people; sensitivity; initiative; sense of humor; honesty; confidence; imagination; intelligence; strength; fairness.
3. Explain to the class that a common characteristic of persons who work in the field of recreation is the ability to lead and supervise groups of people. In this unit students are going to examine the qualities of leadership and practice some of the skills involved in leadership.

Guiding the Activity

1. Ask each student to think of a famous person, such as a political leader, and then to write down the leadership qualities of that person.
2. After 15 or 20 minutes, divide the class into small discussion groups to share their descriptions and to arrive at a group consensus regarding the qualities that are most commonly listed as characteristics of leadership.

3. After approximately 25 minutes, have one member of each group read that group's definition to the class.

4. The class will then compare the different definitions.

Learning More From the Activity

1. Note the similarities in each group's definitions. For example, all definitions should include the concept of influence that a leader has upon others.

2. Note the differences in the definitions. For example, some definitions of leadership include terms such as "guiding and helping others," while others include terms like "commanding" or "directing."

3. Ask each group whether they had any leaders. How was a leader chosen? Discuss the leadership in each group in relation to the groups'/class' definitions.

   - Leadership in recreation encompasses the same qualities of leadership found in other human experiences.
   - A definition of leadership includes the concept of influence one person may have on others.
   - Leadership may be a result of what a person does, who he/she is as a person, or what he/she knows. For example, a teacher is a leader in the classroom because of his or her responsibility to teach the student. A student may be a leader of other students because of his or her self-confidence or ability to take initiative; that is, because of his or her personality.

ACTIVITY B. Three Leadership Styles

Introducing the Activity

1. Using the descriptions of leadership developed in Activity A, ask the class to consider the qualities of a recreation playground leader and an athletic coach they know. In what ways are they alike? In what ways are they different?

   - Both are interested in providing the participants with healthy and safe activities.
   - Both influence and educate others.
   - Both teach physical skills and share their knowledge of the sport or game with participants.
   - Both are capable of working with groups.
   - The coach's goal is more immediate and defined; his or her task is to win. The leader's goal is not as narrow; his or her goal is to promote physical activity and to enable participants to enjoy games.
   - The coach may be more directive or strict with participants. The leader may be able to take a more permissive role. That is, he or she may not tell participants what to do but may let them determine the activity they want.

2. Ask the class to discuss situations in which they prefer having someone tell them what to do, as a coach tells the players in a competitive team sport what to do. These situations might include having to solve a difficult math problem in a short period of time or having to use a complicated piece of machinery, e.g. an automobile, for the first time.

3. Suggest to the class that there are other situations in which they might prefer a less strict, or permissive, leader, like the recreation leader on a playground who may organize games which the participants want. These situations might include creative activities.

4. Explain to the class that styles of leadership must be appropriate to the situation. Some situations may require more authoritarian leadership, where obedience is required from the group. Other situations may require more permissive leadership where the leader generally does not interfere with or direct the group.

5. Explain to the class that there is a third style of leadership which may be the most appropriate to some situations. In this style, sometimes called the democratic style, the leader helps the group decide together what it wants to do. The leader provides direction to the group only to the extent of helping them come to an agreement. This style might be used in a situation where the group is deciding what to do on a weekend or how to spend its money.

Guiding the Activity

1. Divide the class into three groups.

2. Choose one student in each group to be the captain.

3. Ask the three captains to step aside from their groups, and distribute to each captain one of three leadership direction sheets. Each leader will then read his or her sheet and return to his or her group.

4. Explain to the class that you would like each group to organize themselves in order to plan a school dance. They will have 15 minutes to develop a plan. Explain that they are not expected to make a complete plan but only to do as much as they can in the time allotted.

Learning More From the Activity

1. Ask one person from each group to present its plan for the school dance. As each group makes its presentation, note the plans on the board.
2. Compare the plans for each group. What kinds of items were included in the plans? Did all groups consider location of the dance, the date and time, refreshments, band or other music?
3. Which group had the most complete plan? Compare the types of leaders for each group with the amount and quality of work that each group completed.
4. How did the members feel in each group? How did the leaders feel in each group? Note that the demands of the particular task and the amount of time provided may affect the type of leadership.

Points to Stress

- There are three major approaches to leadership: directive, permissive or laissez-faire, and democratic.
- The approach to leadership depends upon the goals and needs of the group.

ACTIVITY C. Identifying Leadership Styles

Introducing the Activity

1. Review with the class the three major types of leadership:
   - *Democratic* – The leader helps the individual or the group arrive at a decision. The leader shows respect for the capabilities, opinions and ideas of others.
   - *Directive* – The leader requires that the individual or group follow his/her direction. The leader tells the individual or group what to do.
   - *Permissive or Laissez-faire* – The leader leaves the group or individual alone. The leader identifies the task and then becomes a "member" of the group, although he or she may contribute by asking questions.

Guiding the Activity

1. Tell the class that in the following exercise they will first match the statements in quotation marks for each situation against the three major leadership styles listed and chose the leadership style which best describes the statement. They will then chose the statement which they think is the most appropriate for each situation.
2. Pass out a copy of the worksheet to each student. The worksheet may be done individually or as a class exercise.

Learning More From the Activity

1. The best description of each statement in quotation marks is:

   #1: A, L, D
   #2: L, A, D
   #3: A, D, L
   #4: A, D, L
   #5: D, L, A
   #6: L, A, D

2. The focus of the class discussion should be on the relative advantages and disadvantages of each style based upon the situation.

   For example, in #1 if the child is responded to in a directive manner, he may feel angry at the leader and disappointed that he cannot participate in the field trip. However, the leader has a responsibility to the parents for the safety of the child. This responsibility is the leader's; it is not the child's, as the second reaction would imply. On the other hand, in #6, the leader's primary objective may be to stimulate creativity in the children. In this situation, a directive style is less appropriate than either the democratic or laissez-faire styles.

Points to Stress

- No one style is better than another. The style used should depend upon the situation.
- A good leader must remain aware of his/her responsibilities to the child, the parent, and the task at hand and should select the most appropriate style for the situation.

ACTIVITY D. What Does a Leader Do?

Introducing the Activity

1. Explain to the class that the purposes of the following activity are to:

   a) help them become more aware of the abilities needed for leadership;

b) help them understand the decision-making process of a group;

c) study the style of leadership when a group has a a specific task to do.

Guiding the Activity

1. Divide the class into groups of six. Assign an observer for each group.
2. Distribute the *Abilities of a Leader* Ranking Sheet. You should function as a time keeper. The groups should finish their work in 20 minutes.
3. Pass the *Observation Guide* out to observers.

Learning More From the Activity

1. Compare the different group results. Was there agreement/disagreement among the groups?
2. What did the observers see?
3. Were there students who did not participate? Were there group members who tried to encourage their participation?
4. Can you think of a situation at a recreation program where a participant may hold back? What is the role of a leader in this situation?
5. Was there anyone in any of the groups whose opinions were ignored or ridiculed? How did this affect his/her future participation? What happens on a playground if a child keeps asking for a particular activity and is either ignored or ridiculed?
6. Did there seem to be people in the group who blocked its process?
7. Did individuals within each group become leaders? Discuss their leadership in terms of directive, permissive or laissez-faire, and democratic styles. Did the time limit affect the leadership style?
8. Did any group decide to complete the exercise differently? For example: did any group combine some of the abilities listed? (Often a leader must adapt rules to fit the needs of a group.)

Points To Stress

- Awareness of individual differences among members of a group can help make the group more productive and can ensure more positive feelings for each group participant.

ACTIVITY E. How Do I Lead?

Introducing the Activity

1. Using the list of abilities discussed in the previous activity, ask students why they think it is important for a leader to know him/herself. For example, it is important for a leader to have self-knowledge in order to be able to act consistently and to have self-confidence.

Guiding the Activity

1. Ask each student to assess him/herself as a leader. Students should complete the following sentence, "I could be a good leader because. . .", on a piece of paper. The student should identify any qualities, resources and abilities which help him/her to be a good leader. Also ask students to note the leadership style which is most compatible with their personalities and explain why.
2. After class members have assessed themselves, ask them to share their responses, so that the class may make a list of their combined abilities and resources.

Learning More From the Activity

1. Ask the students whether they found it easy to identify positive qualities about themselves.
2. Ask the class to identify the kinds of situations in which each item on their list of abilities would be most appropriate.
3. Compare the class list with the rank ordering sheet (previous activity).

Points to Stress

- Most people have the potential for leadership in some situations. This curriculum will help students to use their own natural resources, abilities, and qualities.
- Self-awareness is crucial to being a good leader.

ACTIVITY F. Communication Skills

Introducing the Activity

1. Note that, in ranking abilities of a leader, the class was concerned with the ability to explain instructions and rules and to direct activities. These abilities are called communication skills.

2. Ask the class to name other communication skills which might be used by a recreation leader. Such skills would be used in: sharing or dividing tasks with other staff people; directing other staff people in their tasks; explaining the recreation program to the public.

3. Tell the class that the next activity will illustrate some of the important communication skills which all leaders should have.

Guiding the Activity

1. Select a student to be the demonstrator. The rest of the class acts as listeners. They should have paper and pencils.
2. Tell the students that the demonstrator will give them directions for drawing a series of squares. Students are instructed to draw them exactly as told. They may *not* ask questions nor give audible responses.
3. After the demonstrator studies his/her diagram, he/she will turn his/her back to the group and describe the picture as accurately as possible. The demonstrator may not use gestures or props.
4. Remind the class that NO questions may be asked of the demonstrator.
5. Record the time it takes for the students to finish the task.
6. Ask the students to estimate how many correct squares they have.
7. Repeat this exercise and this time allow the class to ask questions of the demonstrator. You may also ask the demonstrator to describe a diagram he/she has designed him/herself.

Learning More From the Activity

1. Ask the demonstrator to show the correct diagram to the class and find out how many students drew the correct picture.
2. Ask the class to explain how the demonstrator could have given the directions more clearly. (e.g., by telling them the number of squares in the entire diagram, at the beginning.)
3. Ask the class to explain what this exercise tells them about communication skills. For example:
   - It is important to give clear and precise instructions.
   - It is important to know your audience (e.g., not to use vocabulary that is unfamiliar to a majority of the audience).
   - It is important to speak slowly.
   - Communication is a two-way process—i.e., it is made easier when both parties can ask and answer questions.
4. Ask the class to give examples of activities at a recreation program where communication skills are essential.

UNIT II. PLANNING AND ORGANIZING PROGRAMS

Teacher's Guide

OVERVIEW

STUDENT ACTIVITIES	STUDENT MATERIALS
A. Playground Fantasy Students examine the various objectives of recreational programs.	
B. What Are Playgrounds For? Students rank the purposes of playgrounds to explore the various philosophies underlying the nature of programs.	Worksheet for each student
C. How Do You Plan A Good Recreational Program? Students make up and play a game which illustrates the factors that must be considered in planning.	Making the Game Materials, one set to each of three groups For each student: Playing the Game Program Schedule
D. How Do You Tell People About Your Program? Students write newspaper articles and press releases and design posters to publicize their programs.	Poster board, magic markers, paints, magazines, scissors and glue
E. What Kinds of Things Can We Do In Our Program? Students examine the kinds of activities that can be offered in recreational programs and learn the skills involved in introducing an activity to participants.	Instructions for each student Index Cards
F. How Do You Plan A Program For People with Special Needs? Students discuss therapeutic recreational programs and experiment with adapting activities for people with special needs.	Checkerboard and checkers for every two students

UNIT II. PLANNING AND ORGANIZING PROGRAMS

OBJECTIVES

- Students will be able to determine the goals and objectives of a typical recreation program.
- Students will be able to take into consideration the following consumer variables in planning a recreation program and explain the importance of doing so:

  a) interest of consumer
  b) values of consumer
  c) age of consumer.

- Students will be able to take into consideration the following program characteristics in planning a recreation program and to explain the importance of doing so:

  a) availability of time
  b) availability of money
  c) availability of space
  d) availability of equipment
  e) diversity and balance of activities.

- Students will be able to plan and organize a wide range of recreation activities, including:

  a) games
  b) the applied and performing arts
  c) therapeutic recreation.

- Students will know the reasons for promoting and publicizing a program and should practice specific skills in doing so.
- Students will be able to give instructions for a recreation activity.

RATIONALE

Occupations within the recreation subcluster typically require planning and organizing skills. Good planning requires: (1) objective-setting, i.e., what is the purpose of the program; (2) assessment of program participants, i.e., what are their ages, interests, values and needs; 3) identification of constraints, i.e., what is the available time, money, equipment, space; (4) knowledge of various activities, i.e., what kind of program will provide a balance of passive and active, competitive and noncompetitive activities; and (5) promotion of or publicizing the program. Most of the employers within this cluster would require the above planning skills to a greater or lesser degree, although it is clear that some, such as bowling alleys, golf courses, and ski resorts, would not demand that their employees know a lot of different activities.

Although this unit focuses on the skills that are most often called for in playground programs, the skills are related to requirements in other settings.

CONCEPTS

- Through recreational activities, an individual can satisfy psychological needs (e.g., emotional health) and social needs (e.g., social interaction), as well as physical needs.
- Recreation programs are aimed at providing enjoyment, satisfaction (psychological, social and physical), and enrichment through learning about and participating in activities with a variety of persons.
- Central to an effective recreational program is knowledge about consumers. This includes factors such as age, interests, experience and needs of the consumer.
- Another key ingredient to an effective recreational program is an understanding of what is to be accomplished through the recreation experience—physical, social, intellectual development, etc.
- There is a variety of recreational activities to satisfy the needs of the consumers. These activities can be categorized in the following manner:
  - games
  - sports and athletics
  - performing arts (drama and dance)
  - applied arts (arts and crafts)
  - outdoor recreation (fishing, bird watching, etc.)
  - special events and hobbies (community dances, etc.).

  The most effective recreation program combines these activities to satisfy the many needs of the consumers.
- Community involvement in a recreation program is a key to program success.

ACTIVITY A. Playground Fantasy

Introducing the Activity

1. Ask the class to examine the purposes of recreational programs. These include providing the following:
   - enjoyment/entertainment
   - experiences that promote health and well-being

- learning experiences
- physical fitness experiences
- change of pace
- opportunity for creativity
- social interaction
- intellectual development.

2. Explain to the class that this unit involves the process of planning and organizing recreational programs. In the following activity, students will be examining the basic purposes of recreational programs. It is important to decide what the purposes or goals of a particular program are in order to plan activities that will meet these goals.

Guiding the Activity

1. Ask the class members to close their eyes and to picture themselves in the following situation.
2. Read this passage. "You are a leader on a playground. The children all seem very busy playing. What types of activities do you picture? All of a sudden you notice a seven-year-old boy off to the side crying. I'd like you to focus on him. Has he been cut in a game? Were other children teasing him? Did he lose in an activity? Did he hurt himself on some equipment? Does he have trouble at home? What do you want to do about it? Do you immediately go over to him? Do you go after those who hurt him? Do you tell him 'boys don't cry'? Do you reprimand him for using equipment improperly? What can you do so that the incident won't happen again?"

Learning More From the Activity

1. Ask the class to share their explanations of why the boy was crying. How do these explanations fit in with the students' ideas of the purposes of a playground? For example, if he was physically injured, he might be afraid to try the same activity another time. Presumably, a playground should provide healthful experiences, not frighten people.
2. Ask the class to share their immediate reactions to the situation, i.e., what would they do about the crying child? What are the implications of their proposed actions? For example, if they only scold the child for using equipment improperly, he still does not know how to use it correctly or he may not know that there is equipment available that is more suitable for his age.
3. Ask the class what they would do in the future to prevent such an incident from happening. For example, they might provide more supervision or more activities for children in that age group. They might establish policies for equipment use. They might discipline the other children. Discuss the implications of the students' recommendations.

Points to Stress

- Good recreational program planning is based on clearly stated goals and purposes. Program activities and the rules for running programs should be designed to meet these goals.

ACTIVITY B. What Are Playgrounds For?

Introducing the Activity

1. Review the purposes of recreational programs discussed in Activity A. Some of the goals a leader might seek to accomplish are:
   - to provide safe and healthy activities for the children
   - to teach skills necessary for successful participation in activities
   - to provide overall enjoyment.
2. Describe the various kinds of recreational facilities that may be included under the name of "playgrounds".
   - *Neighborhood play-lots*. Sometimes called "tot-lots", these are small areas that have been set aside for preschool children. They may be located in open areas of housing projects or in a fenced-off area in a larger playground or park.
   - *Vest-pocket parks*. These are often vacant lots in cities that have been developed and improved for use by adults and children.
   - *Neighborhood playgrounds*. Usually designed for children between the ages of 6 and 15, neighborhood playgrounds may be located in city neighborhoods and in small towns. They may include: shaded areas with benches and tables, playground equipment with slides and swings, an area for playing games, and ballfields.
   - *Community playfields*. Often located near schools, these have fields for baseball, softball, football, soccer, and, sometimes, tennis courts.
   - *Community parks*. These large parks have open space and may include facilities for boating, swimming, winter sports, picnics, etc.
3. Explain to the class that in this activity they will be examining some of the goals and purposes of playgrounds more deeply.

Guiding the Activity

1. Divide the class into small groups of 5 to 7 students each.
2. Explain to the students that each is to rank the functions of playground and then work in small groups to obtain agreement on the ranking of the functions.
3. After 30 minutes, the class should discuss the exercise.

Learning More From the Activity

1. Ask the class to identify the statements on the ranking sheet that refer to purposes that are not directly involved with physical activity. (Possibly 1-8)
2. Ask the class to identify the statements that refer to skills development. (2, 6, 9)
3. Discuss with the class the list of purposes in terms of the underlying philosophies they might represent. Do class members agree with all of these philosophies? For example, statement #6 implies that a playground should prepare children for adult life by providing leadership training. Do students agree? Statement #3 implies that the playground might replace or supplement the role of parents. Do students think that a playground should do this?
4. Review the different kinds of playgrounds and ask students to discuss the purposes and underlying philosophies of each.

Points to Stress

- There are a variety of goals, functions and activities which can be provided through the playground.
- These goals, functions and activities are based upon the philosophy of the leaders of the program and the purposes for which the playground is intended.

ACTIVITY C. How Do You Plan a Good Recreational Program?

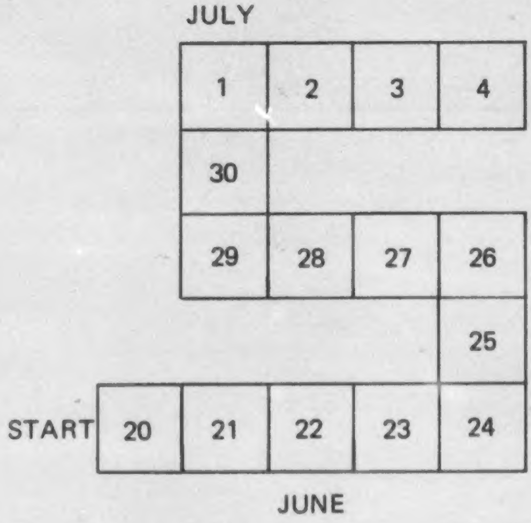
Introducing the Activity

1. Explain to the class that in this activity they will have the opportunity to examine and experiment with some of the other factors that must be considered in planning a recreational program. These factors include:
    - ability, interest, and values of participants
    - age of participants
    - space availability
    - time availability
    - availability of funds and equipment
2. Discuss with the class the factors which may affect differences in programs for men and women. Are these changing? Discuss the fact that social conditioning has done much to create differences in the interests of boys and girls. However, this conditioning is changing; girls today are participating in little leagues, boys in needlepoint, and so forth. It is the responsibility of the recreation leader to broaden the horizons of participants while remaining sensitive to existing values.
3. Ask the class to determine what recreation programs exist in the community for the elderly; the handicapped; the convalescent. This question can be further explored by students in the community.
4. Explain to the class that they will utilize arts and crafts skills to develop the materials for the game which they will play.

Guiding the Activity

1. Divide the class into four groups. Each group will be assigned to prepare materials for the game.
2. One group should make the game board on the classroom chalk board. This will require.:
    - colored chalk–e.g., yellow, green and orange

    Students should design the game board in the manner illustrated below.



Note:

a) Each square represents a day of the week for two weeks.

b) Squares should be colored in the following sequence:

- yellow
- green
- orange

c) The game board may be made on a large piece of poster board and colored with magic markers instead.

3. Ask each of the other three groups to develop a set of cards. Students will need orange, yellow, or green construction paper. Match the colors which are on the game board. Each group will make one colored card for each of the statements indicated on their instruction sheets.
4. The cards to be developed are listed in the student materials.
5. Once the materials are made, distribute the *Proposed Program* and the *Program Schedule* to students.
6. Maintaining the same groups that worked together in Part I, explain that each group must plan, organize, and schedule a program using the information from the two sheets. This work will take about 45 minutes.
7. After each group has planned a program, the game begins. One member of each group rolls the dice to indicate the number of boxes on the game board his/her team can move.
8. This student then draws a card whose color matches the color of the square he/she has landed upon.
9. Based upon the information on the card, the group either moves forward, backward, or takes time (approximately 5 minutes) to adjust their program plans.
10. Each group repeats this process of throwing the dice, moving on the game board, drawing a card, and acting on it. The first group to reach July 4th has a completed program.

Learning More From the Activity

1. Ask each group in turn to summarize their original program and their altered program based upon the information received during the game.
2. Compare each group's original program format. With the same information and events, what were the differences between the groups' schedules? What does this imply regarding program planning and creative leadership? Answer: There is no single way to plan an effective program.
3. Discuss whether each group's final program kept within the original goals and objectives.

   Example: If a group happened to draw the card indicating that no parents are interested in playing softball, do they 1) plan to have the game with just the children participating; or 2) do they stick to the original purpose of promoting family interaction and try to find an activity in which parents will want to participate?
4. Discuss the importance of "adaptability" on the part of a good planner.
5. For each of the final programs developed, analyze the following:
   a) *use of leadership*—e.g., were all activities properly supervised? which needed general supervision? which needed skilled leadership?
   b) *weather*—e.g., did the planning of strenuous activities take into account that the hottest part of the day is around noon?
   c) *diversity and balance*—e.g., were there activities for all interests and abilities? were there active and passive, competitive and non-competitive activities? were participants given alternatives?

Points to Stress

- Program planning should take the interests, abilities, values, age of participants into consideration.
- Program plans should be flexible so that unforeseen circumstances can be accommodated.
- A good planner must be creative, flexible, and have the ability to adapt.

ACTIVITY D. How Do You Tell People About Your Program?

Introducing the Activity

1. Ask the class to bring to class examples of publicity for various leisure activities, e.g., flyers, newspaper advertisements, and articles about movies, band concerts, dances, recreational programs, etc.

2. Discuss with the class other types of publicity to which people are exposed in their day-to-day activities. These include TV, radio, magazines, city and local papers, and posters.

3. Review the reasons for publicizing recreation programs with the class:

   - to inform the public of the particular service offered
   - to educate the potential recreation participant regarding the goals and purposes of a recreation program
   - to expose the potential participant to new ideas
   - to enable those with common recreational interests to get together.

4. Remind the class that in preparing any kind of publicity, certain information should always be included. These items are often called the five W's. They are:

   - who
   - what
   - when
   - where
   - why

5. Analyze a newspaper article describing a recreational event or another publicity release, such as a poster. Does it include the above information? What other information does it include?

Guiding the Activity

1. Using the information on the program schedule that was developed in Activity C,ask students to develop a series of articles/newspaper releases describing the July 4th program. The series should include preliminary announcements, feature stories while the event is happening, and follow-up releases.

2. Then divide the class into five groups and ask each group to design a poster advertising the July 4th program. Each group should design its poster for a specific age group:

   - *Group I* – 3 to 6 year olds
   - *Group II* – 7 to 10 year olds
   - *Group III* – 11 to 14 year olds
   - *Group IV* – 15 to 18 year olds
   - *Group V* – 18 year olds and above

Learning More From the Activity

1. Compare the articles and newspaper releases written by different class members. What purposes does each one accomplish? (See statement #3 of the pre-activity discussion. Do all the articles contain the 5 w's – who, what, when, where, and why?)

2. Analyze the posters

   a) Which colors seem to attract attention?

   Examples: BLACK & YELLOW; RED & BLUE; BLACK & WHITE

   b) How much information can you give on one poster and still make it effective?

   c) What are the differences in the posters for each age group? Do they illustrate the interests of each age group? For example:

   I. 3-6 year olds are active. They like make-believe games. They have a short attention span and therefore need a variety of activities.

   II. 7-10 year olds are also active. They like games of climbing, chasing, and rivalry.

   III. 11-14 year olds like to participate in group activities. Team games are popular.

   IV 15-18 year olds like to be involved in planning their own activities and to assume responsibility. Team activities are popular.

   V 18-adults have varied interests and like to be able to choose between active and passive, competitive and noncompetitive activities.

Points to Stress

- Publicity is the backbone of both community and commercial recreation – it attracts the support of the community.
- Variations in recreation interests, time and ability must be taken into consideration.
- Publicity efforts should be directed to a specific audience, i.e., the "who" of the five w's. Therefore, knowing the interests of the age group for which your program is planned is very important.

ACTIVITY E. What Kinds of Things Can We Do In Our Program?

Introducing the Activity

1. Ask the class to list the kinds of activities which are offered in recreational programs. These should include:

   a) games, e.g., hopscotch and checkers

b) sports and athletics, e.g., baseball
c) performing arts, e.g., dance and drama
d) arts and crafts, e.g., carving and weaving
e) outdoor recreation, e.g., hiking and bird watching
f) special events, e.g., fireworks display
g) hobbies, e.g., photography and stamp collecting.

Ask the class to give examples for each of these categories.

2. Distinguish performing arts from applied arts (Kraus*)

   a) performing arts– "participant uses him/herself as the medium of expression, the doing is the important thing." Examples are dance and drama.

   b) applied arts–"involvement which results in a tangible product." Examples are crafts, jewelry, weaving and other utilitarian activities.

3. Discuss the objectives of a performing or applied arts program. These include:

   - To learn about one's own skills and interests
   - To do the activity, rather than to watch it
   - To become more aware of and sensitive to the world around one
   - To provide recreation for those who do not care for games and athletics
   - To enable the participant to be creative
   - To increase the participant's appreciation of good work
   - To provide understanding and skills related to balance, rhythm, design, color, and contrast
   - To enhance the development of original thinking.

4. Review with the class the factors that they took into consideration in planning the July 4th Program in Activity C. These are: interest, age, ability, values, time, finances, space, equipment, diversity and balance.

Guiding the Activity

1. Divide the class into three groups.
2. Assign each group to one of the following categories:

   a) games
   b) arts and crafts
   c) performing arts

   Each group should research three activities in their category and record the information listed on their instruction sheets on index cards for the class activity file.

3. Then ask each group to instruct the rest of the class on how to do one of the activities in their category.

Learning More From the Activity

1. Ask the class to identify the common factors in all of the presentations. These should include:

   - know your activity
   - have materials ready
   - be enthusiastic
   - be aware of safety hazards
   - know your audience
   - introduce activity
   - make certain that participants can see and hear you
   - keep directions simple
   - stress ability of participants
   - avoid criticizing
   - "kill it before it dies" (i.e., stop before it becomes boring).

Points to Stress

- The same factors that must be planned for in recreation programs in general must be considered in planning specific activities.
- There are basic steps in presenting a recreation activity which help facilitate a positive experience for the participant.

ACTIVITY F. How Do You Plan a Program For People With Special Needs?

Introducing the Activity

1. Ask the class to list the kinds of special needs that a recreational planner should consider in designing programs. These include the physically handicapped, mentally handicapped, and the elderly.
2. Tell the class that programs for people with special needs are sometimes called therapeutic or adaptive recreational programs. The goals of a therapeutic program are similar to those of all recreation programs, i.e., to provide wholesome and safe activities and to help the participant live the fullest physical, mental, social, and psychological life possible within the limits of his or her individual capabilities.
3. Explain to the class that people with special needs should be viewed as whole and capable and that

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*Richard Kraus, *Recreation and Leisure in Modern Society* (New York: Meredith Publishing Company, 1971).

therefore the same objectives that the class has discussed in earlier activities must be met. These objectives are listed in the introductory section of Activity A.

4. Discuss additional skills that might be needed by a recreation leader in working in a therapeutic program. These include:
    a) knowledge of use and proper care of special equipment
    b) the identification of individuals who are on medication
    c) the ability to adapt activities
    d) the ability to supervise one individual at a time
    e) the ability to maintain enthusiasm
    f) the ability to view the participant first as an able person and second as a person with special needs

Guiding the Activity

1. Divide the class into groups of two.
2. Give each pair a set of checkers and tell them to set up the board for play.
3. After the boards are set up, instruct the students that they must play without use of their hands and arms. (Arms should be kept behind their backs.)
4. Tell the students that they are allowed and encouraged to change the rules. For example, in jumping, the student might manipulate the checker around, rather than place it on top of the other checker.
5. After the class has finished one game, tell the students to put away their materials. They still may not use their hands. If they need help or assistance, they must ask for it.

Learning More From the Activity

1. Ask the class to describe the variations in the game they came up with.
2. Ask the class how the game could have been made easier. For example, they might develop special tools to move the checkers.
3. Ask the class how they would build a checkerboard to be used in this situation. What would it look like? For example, at Massachusetts General Hospital in Boston, a large magnetic checkerboard has been built. It is approximately 3' x 3' and is played by foot. The checkers are also magnetized.

Points to Stress

- The emphasis of therapeutic recreation is to provide programs for the whole person and to stress the ability rather than the disability of participants.
- In therapeutic recreation, rules or definitions may have to be changed to meet the needs of the participants.

UNIT III. DESIGNING A PLAYGROUND

Teacher's Guide

OVERVIEW

STUDENT ACTIVITIES	STUDENT MATERIALS
A. Planning a Recreation Program	
Students organize around the task of planning a recreation program.	For each student: Planning a Program Program Planning Sheet
B. Designing an Ideal Playground	
Students organize around the task of building a model of their ideal playground.	For each student: Designing a Playground

UNIT III. DESIGNING A PLAYGROUND

OBJECTIVES

- Students will be able to develop safety rules and regulations for a playground.
- Students will be able to identify equipment needed for a playground.
- Students will be able to identify community needs for a playground.
- Students will be able to design a model of their ideal playground facility.

RATIONALE

This culminating unit for the recreation curricula synthesizes skills learned from earlier activities. In designing and building a model of an ideal playground, students are encouraged to use both their imaginations and skills. Furthermore, since they are responsible for organizing their own tasks, students can practice leadership and communication skills.

CONCEPTS

- In planning a recreation program, the design of the facilities is as important as the needs and objectives of the consumers using the facility.
- It is important that planners take into consideration such factors as convenience, need and safety.
- An assessment of community needs is an effective way to begin planning a meaningful facility and program.
- To effectively operate a program and facility, rules and regulations must be established.

ACTIVITY A. Planning a Recreation Program

Introducing the Activity

1. Review the factors for planning recreational programs that were considered in previous activities, such as:
   - the age, needs, skills, and abilities of the consumer
   - the different kinds of activities that can be included in a playground.
   - the mixture of activities that provides diversity and balance.
2. Explain to the class that in this unit, they will first develop the specifications for an ideal playground and then they will build a model of their ideal playground. Alternatively, students may be asked to plan and organize an actual recreation project for elementary school students during the Christmas or Spring vacation.

Guiding the Activity

1. Distribute the student Instructions and Program Planning chart to the students.
2. Note that the student instructions tell the students that they may organize their work in any manner.

Learning More From the Activity

1. Encourage students to do research before they complete their plans. They should visit playgrounds in the community to observe their design and research library materials for such things as playground rules and regulations. This part of the activity may take several days to complete.

ACTIVITY B. Designing an Ideal Playground

Introducing the Activity

1. Tell the class that in addition to the factors discussed above, the design of the facility (e.g., playground) must be taken into consideration in planning an effective program. The design of a playground should include taking advantage of natural resources (e.g., trees, sunlight, etc.); identifying equipment needed; developing rules and regulations for safety and play; as well as considering the needs of the consumers.

Guiding the Activity

1. Now that the students have completed their playground plan, explain that they are to build a model of their ideal playground. Encourage creativity in using recycled materials for this activity. For example, students can use tongue depressors or popsicle sticks to make a sliding board, etc.
2. Students must use the plan developed in the first part as the basis for designing the facility in the second part of the activity.

3. Distribute the student Instructions for Designing a Playground.

Learning More From the Activity

1. Ask the students to discuss how the design of the facility was related to the program planned.
2. Discuss why it is important to plan in detail before initiating a program.
3. Ask the students why it is important to develop rules and regulations for the program and the facility.
4. Discuss the leadership styles and communication skills that were exhibited by the class in planning and designing their playground.
5. Ask the class to discuss ways that the recreation planner can take advantage of existing facilities and recycled materials in developing a program.

Points to Stress

- Facility design should respond to needs and interests in the community.

UNIT IV. INDIVIDUALIZED OCCUPATIONAL PREPARATION

Teacher's Guide

OVERVIEW

STUDENT ACTIVITIES

A. Doing Your Own Thing

Students develop their career plans by acquiring supporting skills and pursuing their interests.

B. The Job Search

Students practice job-hunting skills.

UNIT IV. INDIVIDUALIZED OCCUPATIONAL PREPARATION

OBJECTIVES

- Students will develop and implement individual occupational preparation plans, based on their own interests and career goals.
- Students will identify the processes involved in job-hunting and, if appropriate, initiate them.

RATIONALE

Occupational preparation involves not only the development of skills common to entry-level jobs in the industry but also the development of individual skills and interests. Students should be aware that, throughout their careers, they can choose occupations and work-settings which are compatible with their interests. Intelligent choices can be made only if students are aware of their interests, of the wide range of employment opportunities, and of how the two can be related. This awareness should be accompanied by individual skill preparation which develops individual interests as well as other skills related to employability.

This unit is intended to provide direction to the teacher as she or he helps the individual student pursue his or her interest in particular occupational fields.

CONCEPTS

- Occupational preparation includes development of both general and individual skills.
- Developing a career around a personal interest may demand acquiring supporting skills and/or pursuing the interest in a variety of settings.
- Occupational preparation should consider both entry-level and career goals.
- Job-hunting skills include identifying and locating job openings, arranging for a job interview, preparing and attending the job interview, following up employment contacts, and holding a job.
- While it is important for people to assess themselves and occupations in depth, it is equally important to know the mechanisms for completing the job-seeking process.
- It is necessary for the job-seeking process to be treated professionally if people are to maximize their career opportunities.

ACTIVITY A. Doing Your Own Thing

Introducing the Activity

1. Explain to students that, particularly in a field like recreation, they have the opportunity to relate their final career goal to interests and abilities which may seem unrelated to employment. Their interest in a game, a craft, or an artistic activity can be developed in several ways which will lead to satisfying employment. For example, students interested in sports but not bound for a career in professional sports still have a variety of options for careers in the recreation field:

   - coaching Little League teams
   - selling sporting goods equipment
   - working in camps which stress sport programs
   - teaching and coaching in a local club: e.g. YMCA, YWCA, Boys' Club; Girls' Club
   - developing recreational sport programs for children or adults with special needs

   Students who have skill in a craft or fine art but who will not try to make a living as an artist can also pursue their interest in a variety of recreational settings:

   - camps
   - facilities for people with special needs
   - after-school programs
   - local clubs
   - national recreational organizations, e.g. scouting

2. The goal of this open-ended activity is for each student preparing for a career in recreation to identify interests which reasonably can be included with his/her career plan and to identify occupations and further skill preparation which should be included in his/her plan.

Guiding the Activity

1. It is useful at this point to review some of the processes involved in earlier career exploration. Students should be encouraged to generate lists of activities and skills which are recreational, to link those activities and skills to interests of their own and to review their tentative career plan. A major goal of this task is to broaden student perception of what interests can be included in a career plan; for example:

   - working with elderly people

- working with teenagers
- working with people with special needs
- being outdoors
- interest in a particular game or sport
- ability in a craft
- enjoyment of singing, dance, photography, etc.

2. Arrange for conferences with students to discuss their individual plans for occupational preparation. This is the point at which a real link should be made between the student's interest and his or her career goals. The conferences should develop three things:

   - Specific identification of the student's skills and interests which are related to recreation. This identification may demand much more active investigation than simply asking the student: "What do you like to do?" It may be necessary to help the student focus on his/her likes and dislikes, by developing a list of activities the student has done in the past.

     Once you have identified some interest of the student, it is important to assess the student's level of interest and skill. A variety of methods appropriate to different interests can be used:

     a) If a student says he/she likes to work with elderly people, but really has very little experience, he/she might work as a volunteer in a nursing home for at least a month to evaluate his/her interest.

     b) A student with interest in a particular sport, craft, or art could be evaluated by teachers or coaches in that field as to his/her ability and knowledge.

     c) A student who has some expertise in an activity might try teaching it or leading a group to test his/her knowledge and ability to communicate.

   - Identification of a career goal and possible entry-level jobs related to those interests. Once the student has identified interests and skills he/she would like to use in the field of recreation, you can use a variety of resources in identifying related recreation occupations. The cluster diagrams at the beginning of this curriculum list a great variety of work settings and occupations in the field, some of which clearly relate to specific interests students may have. The *Resources and References* section lists publications and trade associations which can provide information on employment opportunities. A survey of local or regional recreational facilities will yield some information about current employment opportunities in the area, which may of course include entry-level jobs for the student.

     By using the student's career plan, identify both the general career goal of the student and entry-level jobs for which he/she should be prepared.

   - A plan for further occupational preparation which will help the student develop his/her interest in relation to a career goal.

     Knowing what skills the student has and what jobs he/she is preparing for should allow you and the student to develop a plan for further preparation related to the student's interests and goals. This plan will generally include three elements:

     a) further development of the student's interests—including independent reading, research or, perhaps, lessons in the activity.

     b) development of other skills demanded by the occupations, e.g. teaching the activity to others, adapting the activity to a particular group, etc.

     c) some experience in the work setting of his/her career goal—through a cooperative work experience, observing people on the job, or acting as a volunteer.

Learning More From the Activity

1. The student's fulfillment of his/her individual preparation plan can be viewed as an independent study, easily taking several months. During these individual projects, it is important that the class serves as a place for interchange of experiences and ideas. Students might present to the class their initial plan, a report on their progress during the preparation, and a final evaluation of their program. These presentations will be most valuable to other members of the class if they include specific descriptions of activities, of work settings, and of people on the job.

2. Some of the plans might involve participation by several students in a common activity—within or outside the school. For example, students with an interest in bridge or chess might arrange a school tournament—arranging for rooms, scheduling players, keeping track of results, etc. The same activity might then be done in a different setting, e.g., in a nursing home.

Points to Stress

- Developing a career plan which is based on individual skills and interests is a difficult task but one well justified in terms of individual satisfaction and success.

ACTIVITY B. The Job Search

Introducing the Activity

1. Review with students the process of job-hunting:
   - locating job openings through appropriate resources
   - arranging for an interview
   - preparing a resume
   - participating in an interview
   - follow-up

   This process should be familiar to students, but they are likely to need practice in specific skills.
2. Explain to the students that in this activity they will go through the job hunt process in the area of their skill preparation. For students actually looking for work—either post-graduation or summer—this is more than an exercise. For other students it is a necessary focusing of their preparation for employment.

Guiding the Activity

1. Ask students, alone or in small groups, to review the occupational preparation plans they developed in Activity A. They should be able to identify two or three entry-level occupations for which they are prepared and which interest them.
2. When each student has listed two or three occupations he/she is prepared for, ask them to prepare a resume. The resume should reflect the student's skills in a field of interest, as well as academic and work experience. Review several of the resumes with the class in terms of appropriate information, style and format.
3. At this point, one of two courses may be pursued:
   - If students are not actually ready to seek employment, use this job search as an extended role-play. Students can use the classified ads to identify job openings. Ask them to write letters of application which stress the relevance of their occupational preparation to the job opening and review several letters with the class.

     You might arrange for a few employers to visit the class and conduct simulated interviews in front of the class. Students can practice their interviewing skills, learn from the employers' questions and make suggestions to each other. If employers cannot visit the class, have students role-play employers and applicants in the interview.
   - If students are actually seeking employment, the class situation can support the real job search. The review of letters and of interviewing skills will be valuable preparation for the interviews. (These students may also use the local employment services to locate job openings.) You might make a large master schedule of job letters sent, rejections received, interviews, outcomes of interviews, etc. and have students report to the class on the day-by-day results of their job search. Discussing the reasons for failure or success, for a good or bad interview, will not only give encouragement to the individual job seeker but will also increase all the students' understanding of the factors involved in job hunting.

Learning More From the Activity

1. As students come to grips with the job market and their own employability, it might be useful to invite recent graduates of the program to talk to the class about their own job seeking, about their satisfaction with their current job, and their plans for the future. Students will thereby have a chance to identify possible job situations for themselves and to ask questions of someone on a relatively close footing with them. Such presentation will also serve as part of your own follow-up of former students.

Points to Stress

- Although individual job searches differ, they all demand active planning and follow-through.

THE FIELD OF RECREATION

Overview of the Industry

Recreation facilities are run by both public and private organizations. Public facilities are financed and operated by state, city or local government (and, therefore, through taxes). Private facilities are funded and operated by individuals and businesses. Most communities have public parks or recreational areas designed to serve the recreational needs of the public. These typically include baseball diamonds, football fields, swimming pools, basketball courts, and so forth. The amount that a community spends for recreation depends on the amount of tax money available and the need that the residents express for recreation. For example, a town might choose to spend money for new fire equipment rather than to expand its recreational facilities. Over the last fifteen years, there has been increased interest among Americans to preserve natural resources for use as parks and recreational areas, and interest groups have developed. Some of these groups sponsor trips and tours to well-known parks and recreational areas throughout the country.

Nature and Range of Services Provided

Recreational facilities are used by people of all ages. Although some activities (such as football or basketball) are particularly suited for young people, there is increased concern in many communities for providing better and more comprehensive services to the middle-aged and the elderly as well as to the young.

Recreation for therapy (such as providing recreational opportunities to persons in hospitals) is a growing field, and more and more colleges are offering programs in recreational therapy.

Recreation resorts of all kinds are a major part of this industry. Private recreational facilities include bowling alleys, pool halls, dance studios, skating rinks, and ski resorts. Whereas public recreational facilites are usually available at little or no charge, privately-owned facilities usually charge for the use of the facility and for equipment rental.

Other businesses in this industry include architectural and consulting firms. Firms which do consulting in this area provide, for a fee, advice and technical services to those who might be interested in setting up or expanding recreational areas. A typical client might be a state office in charge of recreational planning. There are also landscape architects and draftspersons who draw up plans for setting up or expanding recreational areas. Their work often includes the building of models which represent the way the area will look when the work is complete.

Occupations Found in the Industry

The staff of public recreational areas range from maintenance personnel (groundskeeper, etc.) to recreational aide to recreation director. The work is particularly suitable for people who like sports, the outdoors and working with people. Some facilities employ recreation therapists and activities directors (e.g., director of arts and crafts).

The typical private resort or facility is staffed with a manager, one or more instructors, and various attendants. Often, many of the employees in both public and private facilities are former amateur or professional athletes.

Education or Training Required

Many of the jobs (such as recreation aide and groundskeeper) can be obtained with a high school diploma, but recreation directors usually have college training in physical education and/or recreation. College training is also required for recreational therapists. A recreational therapist prescribes appropriate exercise and recreation for individuals with physical disabilities.

ADVENTURE OUTDOORS

Recreation leaders work not only in city playgrounds or institutions; many of them are involved in the growing field of outdoor recreation. Partly because they have more leisure time and also because of their awareness of the natural environment, more and more people are seeking recreation in outdoor and wilderness areas. Some workers in recreation are developing and running programs which allow people to enjoy themselves and, in many cases, test themselves in outdoor adventures. Some current outdoor recreation programs are listed below:

- Vita Parcouri is a course of outdoor exercise tasks, which can be adapted to small or large parks. Signs on trees, posts, rocks, etc. tell people of different abilities what exercises to do. People run or jog from sign to sign doing different exercises along the way.
- Outward Bound is a set of camps in different parts of the United States which places individual campers in stressful situations to increase their physical competence and their confidence in themselves. For part of the program the camper lives alone in the wilderness for several days, living off the land, finding food in wild plants and berries, and building a shelter.
- Other camps have developed outdoor recreation programs which are year-round, including winter hikes and sports. Groups of adults or school classes spend time in the camp learning about outdoor survival and enjoyment. Counselors in these camps teach people about what clothes to wear, what food to carry, and how to use the environment without hurting it.
- Project Adventure, a school program in outdoor recreation recently developed at Hamilton-Wenham High School in Hamilton, Mass., is a program which uses many of the Outward Bound principles in a school setting. Students scale twelve-foot walls, cross ropes suspended high in trees, and balance themselves on swinging logs. The program has been adapted to other school and camp settings.

These programs, along with older outdoor recreation programs, offer employment to people who like to be outdoors and to lead recreational activities. If canoeing in the wilds or climbing mountains is something you really enjoy, you may be able to make a career out of it!

UNIT I. LEADING GROUPS

Student Materials

OVERVIEW

STUDENT ACTIVITIES	STUDENT MATERIALS
A. What Is a Leader? Develop descriptions of the characteristics of a leader and compare the similarities and differences in the descriptions.	
B. Three Leadership Styles Examine three types of leadership and analyze each in terms of its effectiveness in different situations.	Leadership Direction Sheet
C. Identifying Leadership Styles Match statements by leaders with various situations and evaluate these statements.	Worksheet
D. What Does a Leader Do? Rank the abilities of recreation leaders and examine the style of leadership when a group is working on a specific task.	Ranking sheet Observation Guide
E. How Do I Lead? Examine your own abilities as group leaders.	
F. Communication Skills Examine the importance of communication skills in leadership.	Instructions for class demonstrator

You will be a *permissive* kind of leader.

When you first meet with your group, state the task that they are to do. After that, do *not* provide any directions to the group.

Let your group members decide what they want to do without direction from you.

DO NOT SHARE THIS INFORMATION WITH YOUR GROUP

You will be a *democratic* kind of leader.

You will help the group decide together what it wants to do.

You should ask different group members for their ideas and help the group come to an agreement about what they want to do.

DO NOT SHARE THIS INFORMATION WITH YOUR GROUP

You will be a *directive* kind of leader.

You will tell the group what to do.

You are in charge. Do not ask group members what they think or what they want to do.

DO NOT SHARE THIS INFORMATION WITH YOUR GROUP

WORKSHEET
UNIT I C

Instructions

Study each of the situations described below and choose the word that best describes each reaction to the situation:

D (democratic)
L (laissez-faire or permissive)
A (directive)

1. A child forgets to bring in his permission slip for a field trip.

   a) "No one without a slip can go on the field trip." __________
   b) "That's okay, you don't really need it." __________
   c) "If you want to ask your mother to bring it to you I'll show you the phone." __________

   What would do do? Why?

2. A swing on a playground is broken while children are playing on it.

   a) "Forget it, and use the other available equipment." __________
   b) "No one will be allowed to use the swings anymore." __________
   c) "Let's talk about the proper use of the swings." __________

   What would you do? Why?

3. A baseball team is losing their game.

   a) "Tom, go in there and play first base." __________
   b) "What play do you players think would be best?" __________
   c) "Well, that's the breaks." __________

   What would you do? Why?

4. A production company's scenery is not ready for the evening's performance.

   a) "Mary, you start on the outside scenes; Kelly, nail together the two boards." __________
   b) "Who would like to start painting the scenery?" __________
   c) "Don't worry about it, it'll get done." __________

   What would you do? Why?

5. A superintendent of a Recreation Department needs to have some flyers distributed.

   a) "Where is the best place to hand these out?" __________
   b) "It doesn't really matter where they're handed out." __________
   c) "Take these to the shopping center and ask each store manager to display them." __________

   What would you do? Why?

6. A crafts teacher brings some wood, nails, tools and other building materials to the classroom.

   a) "Use these to make whatever you wish." __________
   b) "Everyone in the class must make a model of a house." __________
   c) "Let's decide on a class project." __________

   What would you do? Why?

What would be the consequences of each of these reactions?

What would be the advantages and disadvantages of each reaction?

RANKING SHEET
UNIT I D

Instructions

In this exercise, you will be concerned with identifying the abilities that are needed for effective recreation leadership. Ten abilities are listed below. Rank them according to the importance that you attach to them; that is, write #1 in front of the most important, #2 in front of the second most important, etc.

It may help you to do this exercise if you think of a specific recreation leader whom you admire, such as camp counselor, club leader, playground supervisor, or scoutmaster, and then rank his or her abilities in order of importance to you.

After everyone in your group has finished working individually, discuss these abilities with your group and arrive at a group ranking.

INDIVIDUAL RANK	GROUP RANK	
_______	_______	1. ability to act independently and not simply to react to problems
_______	_______	2. ability to observe and be sensitive
_______	_______	3. ability to make decisions
_______	_______	4. knowledge of self
_______	_______	5. knowledge of others
_______	_______	6. ability to encourage individuals to act on their own
_______	_______	7. knowledge of many kinds of recreation activities
_______	_______	8. ability to involve everyone in activities
_______	_______	9. ability to plan and organize
_______	_______	10. ability to explain instructions or rules for different activities to participants and to direct activities

Instructions

Your role is to observe the actions of group members as they work together to complete the activity of ranking the abilities of a leader. Remember that you are not to participate in the work of the group but to observe only.

You should observe the following types of action:

- Does anyone in the group become the organizer of the activity?

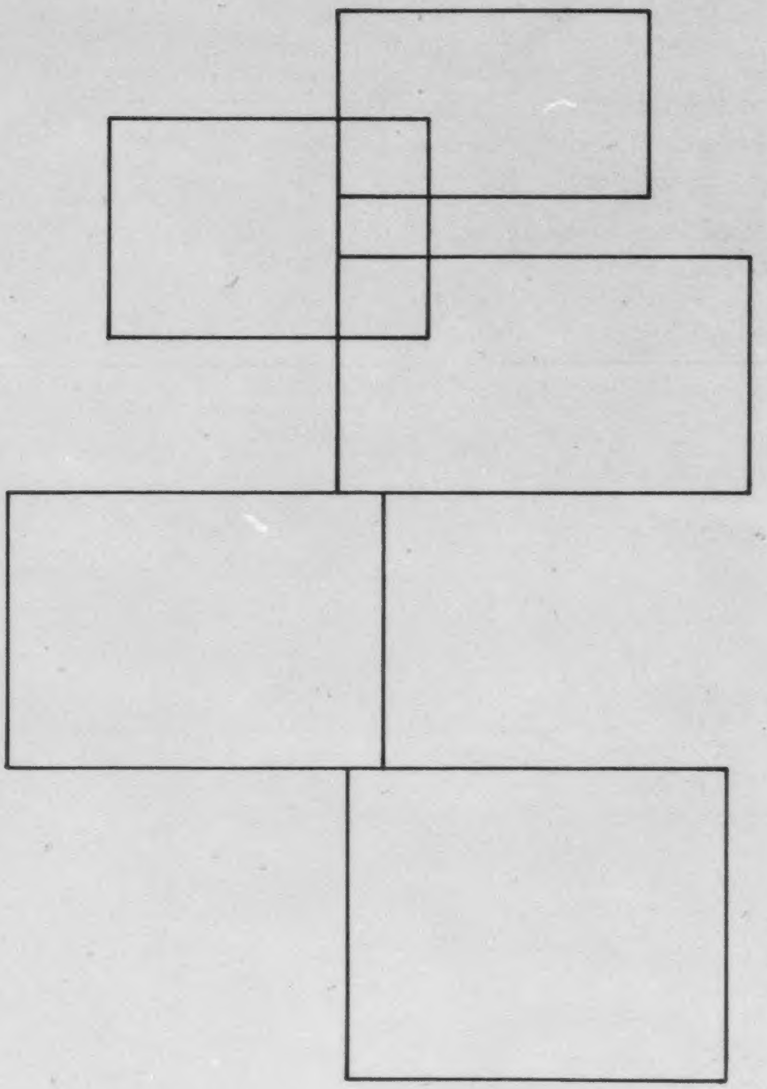
  If YES, how does this happen? (e.g., he/she takes charge; other members turn to that person; members formally select that person.)
- How are differing opinions handled in the group? (e.g., everyone votes on the answer; the group discusses possible answers and comes to a group consensus or agreement; one person's opinion dominates the group; one person's opinion "carries more weight" than other members of the group.)
- Do the majority of the group members agree most of the time?
- Are some of the members of the group more outspoken in their opinions than other members?
- Are there some members of the group who never voice their opinions?

  If YES, how are their opinions obtained, if at all? (e.g., another member asks them directly for their opinion; the group takes a vote.)

Instructions

You are to describe this diagram to the rest of the class. Class members will try to duplicate it as you describe it. First take a few minutes to think about the best way to describe it to the other students.

The class may not ask you any questions. You may not use gestures or props.



UNIT II. PLANNING AND ORGANIZING PROGRAMS

Student Materials

OVERVIEW

STUDENT ACTIVITIES	STUDENT MATERIALS
A. Playground Fantasy. Examine the various objectives of recreational programs.	
B. What Are Playgrounds For? Rank the purposes of playgrounds to explore the various philosophies underlying the nature of programs.	Worksheet
C. How Do You Plan a Good Recreational Program? Make up and play a game which illustrates the variables that must be considered in planning.	Making the Game Materials Playing the Game Program Schedule
D. How Do You Tell People About Your Program? Write newspaper articles and press releases and design posters to publicize programs.	
E. What Kinds of Things Can We Do in a Program? Examine the kinds of activities that can be offered in recreational programs and learn the skills involved in introducing an activity to participants.	Instructions
F. How Do You Plan a Program for People With Special Needs? Discuss therapeutic recreational programs and experiment with adapting activities for people with special needs.	

WORKSHEET
UNIT II B

Instructions

Think of a younger brother or sister or neighbor and decide what you would like a neighborhood playground to do for him or her. Then rank the following functions of playgrounds according to the importance YOU attach to them. Write #1 by the most important function, #2 by the second most important, and so forth.

After members of your group have finished working individually, discuss these purposes with your group and arrive at a group ranking.

INDIVIDUAL	GROUP	
______	______	1. Playgrounds exist to help children to develop social maturity.
______	______	2. Playgrounds are places where children can learn competitive skills which will help them in life experiences.
______	______	3. Playgrounds are a "home-away-from-home" where children are accepted and wanted.
______	______	4. Playgrounds help children to feel that they are important.
______	______	5. Playgrounds provide an opportunity for children to recognize their prejudices and to try to overcome them.
______	______	6. Participation in playground activities provides training for leadership in adult life.
______	______	7. Playgrounds give children a chance to participate in decision-making.
______	______	8. Playgrounds help the less fortunate who do not have other recreational opportunities.
______	______	9. Playgrounds are a place to attain physical fitness and release energy.

Instructions

You have been assigned to one of three groups whose task is to make a set of cards for the game which is to follow. Make one card, in the color indicated, for each statement listed below that color. Write the statement on the card.

Green Cards

- The women's organization in the community would like some activities to represent their contribution to U.S. history. (Move ahead 1 space or change plan.)
- Parents have called to ask if there are any planned activities for teenagers. (Move ahead 2 spaces or change plans.)
- It seems that no parents will show up for the softball game. (Change plans.)
- Several black families in the neighborhood have asked that the program include some black history. (Move ahead 2 spaces or change plans.)
- Are there provisions and activities for the physically handicapped? (Move up 1 space or change plans.)
- One of the leaders will be away July 4. (Change plans.)
- Are there activities planned for senior citizens? (Move ahead 2 spaces or change plans.)
- Two members of the community are American Indians and want to donate time to the day. (Change plans.)
- Several parents have volunteered their time. (Move up 2 spaces.)

Orange Cards

- The school department has just issued a permit for use of the gym. (Change plans.)
- The school department is allowing the arts and crafts room to be used for the day. (Change plans.)
- The police department is willing to block off the parking lot and the street from cars. (Change plans.)
- The selectmen revoked the permit for the lights. (Change plans.)
- There are 150 participants registered; however, there is a law limiting crowds to 100. (Go back 2 spaces.)
- The grills are being repaired and won't be available by July 4. (Go back 1 space.)
- The maintenance crew won't be available to line the field for the game. (Go back 1 space.)
- Farmer's Almanac predicts rain between 3 p.m. and 4:30 p.m. (Change plans.)
- Someone stole all the track and field equipment. (Go back 2 spaces.)

Yellow Cards

- The neighborhood is low income—the original plan called for charging for booths. (Go back 2 spaces.)
- More materials for decorations are needed, and the allocated $50.00 has been spent. (Go back 1 space.)

- The town's Cultural Arts Committee will donate $50.00 if the program includes early American crafts. (Change plans.)
- The town treasurer is not able to come up with the original $50.00 planned for. (Go back 3 spaces.)
- There is no money for the cookout food. (Go back 2 spaces.)
- A plastics firm has just donated 200 plastic containers. (Go forward 1 space.)
- The D.A.R. has donated $100. (Go forward 1 space.)
- Someone has donated drinks; therefore there is $25.00 more to spend. (Advance 3 spaces.)

Instructions

Based upon the proposed program, you and your group members should schedule the activities for the 4th of July celebration. You can add activities other than those listed in the proposed program. Note that on the Program Schedule there are places for 4 leaders -3 leaders plus 1 junior leader. Use the names of members of your group.

PROPOSED PROGRAM

ORGANIZATION: July 4th Committee

A. Need for Requested Program:

At present, there is no family-oriented July 4th program planned for our neighborhood.

B. Purpose of Proposed Program:

To provide a place and opportunity for wholesome social and cultural July 4th activities for neighborhood families.

C. Aims and Objectives of Program:

- to provide cultural awareness of July 4
- to provide an opportunity for family interaction
- to provide active and passive activities for participants
- to provide competitive and non-competitive events for participants

D. Details of Program:

1. Facility –
   outdoor: Farber School playground and ball field area
   indoor: bathroom facilities
2. Date – July 4th
3. Time – 10 A.M. to 10 P.M.
4. Attendance – 50 children, ages 5 to 12, teenagers and parents
5. Equipment –
   materials for carnival booths
   grills, cooking utensils
   softball equipment
   field day equipment – potato sacks, ribbons, etc.
   public address system
   fireworks displays
6. Supervision – 3 leaders, 1 junior leader
7. Budget – $50.00, not counting food

E. Financing Arrangements:

Town Subsidized – $250 for food; no charge to attendees for food.

F. Brief Description:

The program will include carnival booths, a July 4th costume parade and contest, a skit, cook-out lunch and dinner, track and field events, family softball game, and fireworks.

Recreation: II-S-7

PROGRAM SCHEDULE
UNIT II C

Leader Activity	No. 1 Name	No. 2 Name	No. 3 Name	No. 4 (Junior Leader) Name
A.M. 10:00 – 11:00				
11:00 – 12:00				
12:00 – 1:00				
P.M. 1:00 – 2:00				
2:00 – 3:00				
3:00 – 4:00				
4:00 – 5:00				
5:00 – 6:00				
6:00 – 7:00				
7:00 – 8:00				
8:00 – 9:00				
9:00 – 10:00				

Instructions

You have been assigned to identify and catalogue three activities in your assigned category of recreation activities. This information can be obtained through library research, by visiting your local recreation department, or by interviewing students who have worked as playground leaders.

For each activity identified, you are to record the following information on index cards which your teacher will give you:

TITLE OF ACTIVITY
AGE GROUP
NUMBER OF PARTICIPANTS
SPACE REQUIREMENTS
EQUIPMENT NEEDED
DIRECTIONS FOR DOING THE ACTIVITY
DIAGRAMS (IF ANY)

Once you have collected and recorded three activities in your assigned category, you and your group members will be responsible for teaching the other students in your class how to do at least one of these activities.

UNIT III. DESIGNING A PLAYGROUND

Student Materials

OVERVIEW

STUDENT ACTIVITIES	STUDENT MATERIALS
A. Planning a Recreation Program	
Organize around the task of planning a recreation program.	Planning a Program Program Planning Sheet
B. Designing an Ideal Playground	
Organize around the task of building a model of your ideal playground.	Designing a Playground

Instructions

Mr. Otten Bunchabucks has given a large amount of money to construct an ideal playground. To do this, you and your class members must:

- *Conduct a community survey:* You should first observe and evaluate existing playground facilities in your community and then interview children in your community to determine what their needs are.
- *Identify Age and Skills of Consumers*: You must determine the ages, skills and abilities of the consumers of your playground.
- *Develop Program Guidelines:* What activities will you offer at your playground? Remember the basic categories of recreation activities.
- *Develop Tentative Program:* Based on your list of activities, plan the activities which will be offered at particular times during the week. You may use the Program Planning Sheet which your teacher has given you or make one of your own.
- *Identify Staffing Needs.* Consider the leader-child ratio, junior leaders, and age groups involved.
- *Determine Equipment Needs:* Based upon the program plan, list the equipment needed in your playground.
- *Rules and Regulations:* Keeping in mind the equipment needed, develop rules and regulations for your playground.

You and your class members must work together to develop your program plans. You may divide the work in any manner. For example, one group of students may be responsible for one section and another group for another section, or you can complete the entire activity as a total class. Remember what you have learned about planning, communication and leadership skills in working out your plans.

	AGE GROUP	NAME OF ACTIVITY	BRIEF DESCRIPTION OF ACTIVITY
MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			
FRIDAY			
SATURDAY			

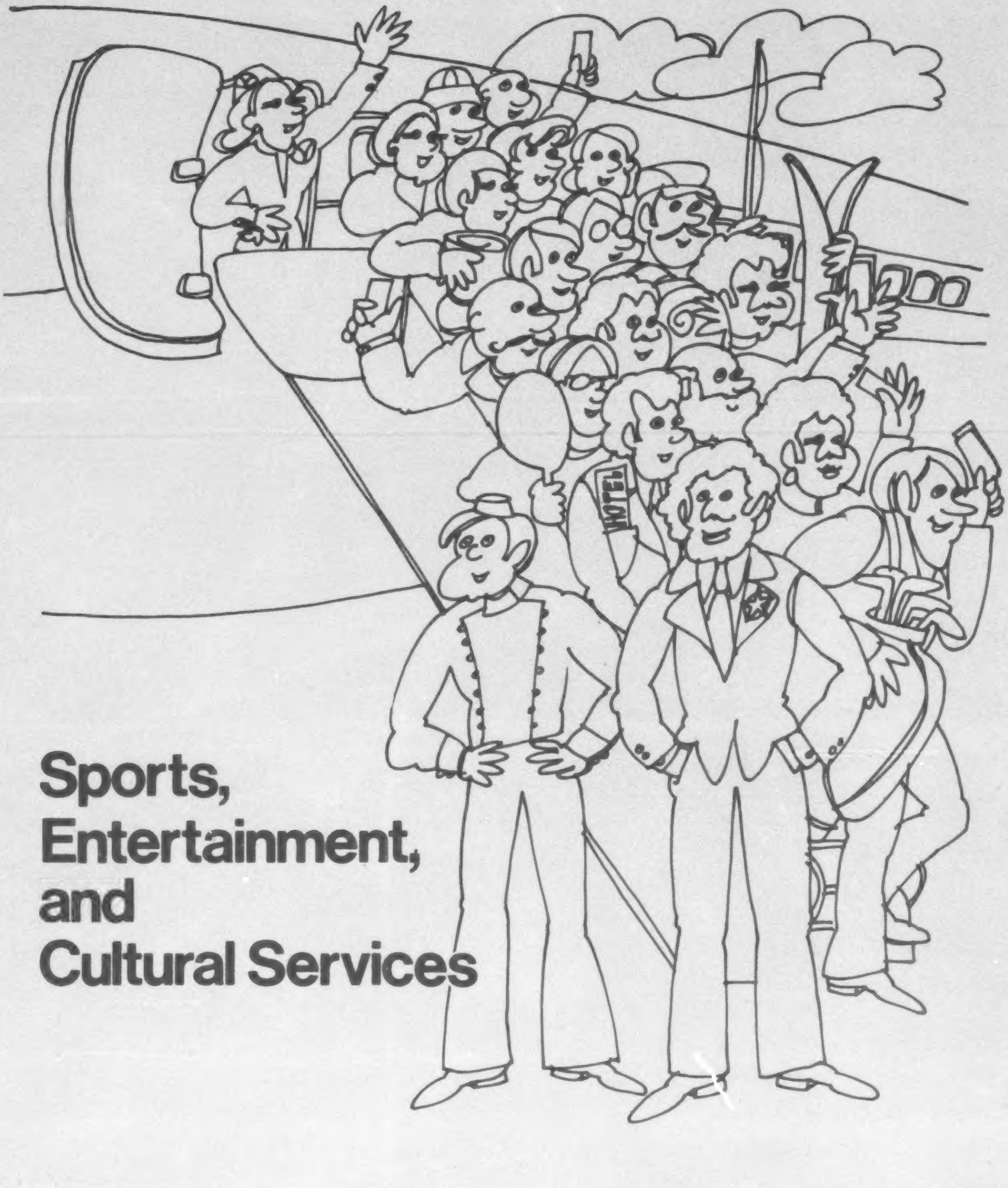
Instructions

Based upon the plan developed in the first part of this activity, you and your classmates should now design a model of your ideal playground.

You may organize this in any manner that is efficient for you and your classmates. It is suggested that you first draw a diagram of how you want the playground to look. Then, you should develop a list of materials needed to build this model playground. You should not have to buy materials to do this. You can use recycled materials from home and school to design your playgound. For example, you can use tongue depressors or popsicle sticks to make a slide, and so forth.

Try to utilize the skills you have developed as a recreation planner.

BE CREATIVE!!



Sports, Entertainment, and Cultural Services

SPORTS

TEACHER RESOURCE INFORMATION

The information presented here represents the framework which should be understood by students preparing for careers in sports. The outline presents an overview of the industry, including its size, range of services, important economic and social factors, and relationship to other industries; a description of consumer characteristics; and a description of the work environment and career opportunities. This information may be used as material for a presentation or lecture to orient students to the field before they begin the occupational preparation activities or as background information during the activities. Student activities are listed at the end of the outline; they can be used as part of a general orientation for students or as background for individual occupational preparation activities.

NATURE OF THE INDUSTRY

Overview

- The major industries in the Sports subcluster are those associated with professional teams and the places in which teams compete.
- The industries are generally engaged in providing sports entertainment to a non-active audience.
- There are about 24 professional baseball teams and about 26 professional football teams. Other professional sports include ice hockey, basketball, auto racing, soccer, tennis, and track and field.
- Professional sports is a 360 million dollar industry.
- Unlike most workers, athletes work under a contract which allows them practically no control over their transfer to other teams. This system may be changing, however.
- Professional sports have been expanding at a rapid rate over the past ten to fifteen years.
- All professional sports teams are privately owned, either by individuals or corporations. Government does not play a direct economic role in professional sports.

Relationships with Other Industries

- Professional teams are highly dependent on the *travel* and *lodging* industries. Without air transportation, professional sports could not have evolved into the major industry that it is today.
- Professional teams are also dependent on the *communications media*. Television and radio coverage of contests allows fans to keep track of their teams wherever they are playing.
- Other industries associated with sports include the *food and beverage* businesses. These businesses typically sell refreshments to fans in the stands during games.

Consumer Characteristics

- The word fan comes from the word "fanatic" and indeed many fans get emotionally involved in their favorite team's activities. Fans wear buttons and clothing in their team's colors, have bumper stickers on their cars and travel long distances to watch their team compete in championship events.
- The number of women involved in sports, both as participants and observers, is increasing.
- The fan's support often depends on whether a team is having a winning or a losing season. There are exceptions, however. When the New York Mets were having their worst season, they continued to draw large, enthusiastic crowds to their baseball games.

THE WORK ENVIRONMENT

Working Conditions

- Although sports is often believed to be representative of the free enterprise system (open competition), the structure of professional sports organizations is in fact highly authoritarian. Coaches exercise considerable control over the lives of their athletes. The coach often dictates bedtime hours, diet and the players' personal grooming (e.g., hair style, beards and mustaches), and will try to control the content of players' statements to the press. Most teams do not permit spouses to travel with players.
- However, players have begun to challenge the right of coaches and owners to exert so much control. For example, one athlete has challenged the restriction against spouses accompanying players on the road. Other athletes have tried to establish the right of the player to participate in the negotiation for trades.

- Professional athletes typically earn from $25,000 to $100,000 a year.
- Although the salary is good, the number of opportunities is limited and competition is stiff.
- The professional athlete's career is relatively short. He or she must take up another career when he or she can no longer perform as an athlete.
- Players often run the risk of serious injury.
- Professional athletes usually have to do quite a bit of traveling.
- Professional athletes often have to adhere to a rigid schedule in training camp and during the regular season. Their diet, sleeping schedule, exercise and training routines are all planned and supervised by the head coach and his assistants and trainers.
- Many workers in sports have jobs only during the seasons when the sport is played.
- Coaches, their assistants, trainers and managers enjoy positive benefits as a result of their jobs (salaries and fringe benefits are good, the occupations are well respected), but there are some negative factors as well. The success of a coach or a manager depends upon the success of the team, something over which the coach or manager may not have complete control. Managers or coaches are often dismissed when their teams don't win.
- Umpires and referees have more stable positions than do athletes, coaches and managers. Opportunities in this area are, however, limited.

Skill Requirements

- The range of skills required in this environment is great. On the one hand, there are the highly skilled jobs such as athlete (player) or coach or manager. On the other, there are jobs requiring fewer skills and little or no training, such as ticket seller, usher and cashier.
- The skills required for the more well-paying and high level jobs are often achieved through education and training. For some sports, the athlete must have extensive experience at the collegiate level. Professional coaches often have a degree in physical education and have collegiate coaching experience.
- Some of the skills required for the entry-level jobs such as ticket taker and usher, include: ability to maintain records, knowledge of emergency procedures, ability to handle cash (make change, keep records, etc.), and knowledge of security procedures. Many of these skills can be used in entry-level positions in other employment settings.

CAREER OPPORTUNITIES

Getting A Job

- The career of the professional athlete varies according to the sport. Most players in basketball and football are recruited from collegiate teams. Baseball teams typically maintain farm teams where they develop players who have the potential to play on the regular team. Recruits for the farm teams come from high schools and colleges. Most professional hockey players come from Canada, where hockey is a much bigger sport at the lower grade levels than it is in the United States.
- Opportunities to become a successful professional athlete are extremely limited.
- Coaches typically have degrees in physical education and have done collegiate coaching. Recently, coaches have been drawn from the ranks of successful athletes. A manager in baseball has responsibilities similar to those of a head coach in football.
- A manager or coach usually has several assistants who have backgrounds similar to those of the coach or manager. Often these assistants aspire to become coaches or managers.
- There are fewer than 1,000 coaches or managers of professional athletic teams; therefore, the opportunities are limited.
- There are some jobs associated with professional sports that are more open to the average person. These include publicity director for a stadium or team, ticket sales director for a stadium, ticket seller, and usher. Clearly, the jobs of usher or ticket seller can be obtained with little or no previous experience. A publicity director must have good writing skills and good contacts with television, radio, and sports magazine personnel.
- The vast majority of jobs in the sports work environment are held by men. Although more positions are being opened to women, the process is slow and has been hampered by the fact that women at the high school and college levels have been excluded from participation in sports leading to professional activity.

Career Mobility

- There are few, if any, specific training programs for athletes, coaches, publicity directors, or managers (although umpires and referees do have to be certified). Credentials are acquired primarily through participation in the sport itself; this means that many of the positions are acquired through a combination of luck (there are many good athletes) and outstanding athletic ability.
- Due to the limited number of openings in this field and the highly specialized nature of some of the occupations, career mobility is limited. The athlete can look forward to becoming a coach, manager, umpire, referee, or, perhaps, a radio or television sports broadcaster. Most employees do not have the financial resources to become an owner of a professional sports team.
- Most athletes adopt careers that are only indirectly related to sports once their careers as athletes are over. They go into the entertainment, night club, restaurant or lodging business. A few set up companies which manage and represent other athletes. Some of the more prestigious athletes lend their names and time to major corporations in high visibility positions.

SUGGESTED STUDENT ACTIVITIES

1. Ask students to interview at least two employees in this industry. One of the interviewees should hold one of the following occupations: coach, manager, athlete, referee or umpire, publicity director, owner, ticket sales manager.
2. Students can do biographical research on the career development of two figures in the professional sports world and write an essay for presentation to the class.
3. Ask students to attend a professional sporting event and interview several fans to find out what draws them to sporting events and what maintains their interest in the sport.
4. Students can interview a television or radio sports broadcaster to find out where the reporter gets his or her material, how he/she maintains rapport with athletes, owners and managers to get "inside" information, how he/she decides how much time to spend on which sports and what to emphasize in reports, what fans who write have to say, and so forth. Present findings to the class.
5. They can also write book reports on famous athletes or teams.
6. Students can interview the school's coaches to determine what they think makes a good coach, a good athlete, and a successful team and to find out where the coach got his education and training.
7. Located in the Student Materials are sheets which provide additional interesting information about the sports industry. These sheets include such items as brief descriptions of the history of the industry and information about various aspects of businesses and employment in the field. These sheets may be used as introductory readings for some of the Suggested Student Activities, as the basis for class or group discussions, or as supplementary material for the occupational preparation sections of this curriculum. The Student Resource Information sheets for this component are: *The Professional Sports Organization*, *The Role of Sports in American Society*, and *The Lifestyle of the Professional Athlete*.

ENTERTAINMENT SERVICES

TEACHER RESOURCE INFORMATION

The information presented here represents the framework which should be understood by students preparing for careers in entertainment. The outline presents an overview of the industry, including its size, range of services, important economic and social factors, and relationship to other industries; a description of consumer characteristics; and a description of the work environment and career opportunities. This information may be used as material for a presentation or lecture to orient students to the field before they begin the occupational preparation activities or as background information during the activities. Student activities are listed at the end of the outline; they can be used as part of a general orientation for students or as background for individual occupational preparation activities.

NATURE OF THE INDUSTRY

Overview

- Industries and businesses in this environment include:

  circuses
  amusement parks
  theaters (legitimate)
  movie theatres
  booking agencies
  carnivals
  racetracks
  ballet companies
  night clubs
  rodeos

- There are approximately 15,000 movie theaters in the United States. The average theater has 45 to 50 employees. The number of employees depends on the size of the theater, the hours the theater is open, and the number of film showings.
- Booking agencies or promoters serve as mediators between performers and the people who hire them. The booking agent business is very difficult to enter. In each major city there are only a few promoters, and these have only a few employees.
- Operation of coin-operated amusement devices is a business in this work environment. They are placed where groups of people are likely to gather, such as shopping centers and arcades. The business is growing, especially for entrepreneurship. One can become an owner, manager or mechanic in this field.
- Frequently, the managers and owners of amusement parks are members of the family of the original developers and owners. There are thousands of amusement parks.
- Some of the more common occupations in entertainment services are:

  producer
  publicity director
  ticket broker
  ride or game operator
  ticket seller
  ticket taker
  owner
  manager
  guide
  wardrobe mistress
  booking agent
  host or hostess
  motion picture projectionist
  animal keeper (circus, rodeo)
  rodeo performer
  sales manager
  cashier
  usher

Relationships with Other Industries

Businesses in the entertainment services are frequently dependent on other industries, particularly *transportation* and *travel* services, *food and beverage* services, and, sometimes, *lodging*.

Consumer Characteristics

Entertainment businesses serve people of all ages. For example, some of the larger amusement parks provide golf courses for the middle-aged, picnic grounds for the elderly, standard park entertainment (rides, etc.) for all, and feature kiddie-lands for the very young.

THE WORK ENVIRONMENT

Working Conditions

- Personal requirements in this environment tend not to be as structured as those in sports. However, certain employers, e.g., movie houses and amusement parks, have requirements for their employees regarding dress, grooming, etc.
- The entertainment services are in the business of providing services to people; consequently, most of the occupations require a pleasant manner and good interpersonal skills.
- Entertainment service employees usually have to work long and irregular hours, including nights, weekends, and holidays.
- For some businesses, e.g., amusement parks, circuses and open air theaters, much of the work is outdoors.

- Many of the occupations provide year-round employment, but there are many opportunities for part-time work.

Skill Requirements

- There are several occupations in the field which do not require a high school diploma. However, advancement may depend on a high school diploma; and, in some cases, further training is required.
- Managers in movie theaters often work their way up through the ranks, starting, for example, as ushers or assistant managers. There is a trend to seek college graduates for management positions. More women are becoming theater managers.
- There are 16,000 moving picture projectionists. They are unionized, and the union is very difficult to enter. An apprenticeship is required before a beginner can be accepted as a journeyman. It takes one to two years of on-the-job training before a projectionist can work on his own, at which time he is able to repair and maintain the equipment. It is not unusual for a projectionist to become a theater manager.
- Entry-level jobs (ticket seller, ticket taker, usher, cashier, guide) often require good communication skills, pleasant manner, ability to maintain records, and in some cases, ability to manage money.
- The responsibilities of the manager of a theater vary with the size of the theater and with the nature of the contract between the manager and the producer. Sometimes the manager only rents space ("four-walling"), and the producer is responsible for publicity, ticket sales, promotion and so forth. In small theaters, however, the manager handles publicity and tickets. There are post-secondary programs offered at several colleges in theater management. Many managers and producers get their experience from managing college productions which are often as difficult and as complex to run as regular commercial productions.
- Circus performers often receive highly specialized training. Many of the skills are acquired on-the-job, but there are a few schools for some circus performers, e.g., clown schools.
- Publicity directors usually have had college training. They must be able to write well and to maintain good relations with people on television and radio, magazine writers, and so forth.

CAREER OPPORTUNITIES

Getting A Job

- Some jobs, such as usher, ticket seller, ticket taker and cashier, are fairly easy to get on a part- or full-time basis, with or without a high school diploma. Others require a combination of work experience and specialized training (theater manager, producer, performer, projectionist).
- Opportunities for some jobs, e.g., circus or rodeo performer, are extremely limited. Opportunities in such businesses as movie theaters or amusement parks are more generally available.
- Some employers provide the training for their new employees (large amusement parks, circuses), but other employees must acquire skills on their own (rodeo performer).

Career Mobility

- Some occupations in this field require skills which are readily transferable to other occupations in different industries. The skills of a publicity director, usher, cashier, ticket seller or taker can all be applied to other jobs and increase the individual's career mobility.
- Supervisory jobs may be acquired by individuals who have worked up in the business (theater manager, producer, supervisor of rides or games, head usher, circus superintendent, amusement park manager).
- There are specialized schools which provide training for certain entertainment services occupations (e.g., Ringling Brothers Clown Schools; University of Southern California's Theater Management Program, and so forth).

SUGGESTED STUDENT ACTIVITIES

1. Students can interview three employees of one entertainment business. At least one of the interviewees should be in a supervisory or management position. Items which should be included in the interview are:
   - working conditions: e.g., hours, indoors or outdoors
   - fringe benefits: e.g., health insurance, vacation, holidays
   - work experience required
   - special education or training required and where it can be obtained
   - wages
   - advantages of the job
   - disadvantages of the job
   - other related jobs that the person could get with the skills he or she has acquired on the job
2. Students can also visit an entertainment business and write down every occupation represented in that business.
3. Invite a manager, owner, or publicity director to speak to the class. The emphasis of the talk should be on careers in entertainment, how one goes about getting the necessary education and training, and how to secure a job.
4. Students can interview consumers, men and women, young and old, to ascertain what their entertainment preferences are, how they spend their entertainment dollars, and what they expect in terms of secondary services when they visit an entertainment facility.
5. Ask students to research the history and development of an entertainment business and present findings to the class.
6. Ask students to research the histories of famous entertainers and present findings to the class. Emphasis should be placed on how the individuals got their training and their jobs and on the advantages and disadvantages associated with being an entertainer.
7. Located in the Student Materials are sheets which provide additional interesting information about the entertainment industry. These sheets include such items as brief descriptions of the history of the industry and information about various aspects of businesses and employment in the field. These sheets may be used as introductory readings for some of the Suggested Student Activities, as the basis for class or group discussions, or as supplementary material for the occupational preparation section of this curriculum. The Student Resource Information sheets for this component are: *That's Entertainment; From Jones's Wood to Disney World;* and *A Clown's College.*

CULTURAL SERVICES

TEACHER RESOURCE INFORMATION

The information presented here represents the framework which should be understood by students preparing for careers in cultural services. The outline presents an overview of the industry, including its size, range of services, important economic and social factors, and relationship to other industries; a description of consumer characteristics; and a description of the work environment and career opportunities. This information may be used as material for a presentation or lecture to orient students to the field before they begin occupational preparation activities or as background information during the activities. Student activities are listed at the end of the outline; they can be used as part of a general orientation for students or as background for individual occupational preparation activities.

NATURE OF THE INDUSTRY

Overview

- Establishments in this environment include museums, zoos and aquariums, libraries, and historical sites.
- The total budget for museums in the United States in 1971-72 was 513.3 million dollars. Of this, 63% came from the private sector; the balance came from the public sector. Annual operating budgets of museums range from $3,700 to $20,000,000, but most museums fall at the lower end of the scale. Only 5% have budgets of one million dollars or more.
- Museums on wheels, where exhibits are transported from town to town on a bus, are becoming popular. There are approximately forty currently in the United States.
- Aquariums are relatively new compared to museums; the job opportunities in this field are increasing.
- The educational and entertainment services provided by many of these organizations are free to the public.
- Libraries, zoos, museums, aquariums, etc., are very often specialized. A library might specialize in science or art; museums in art, history or science; zoos in animals from certain countries, and so forth.

Relationship with Other Industries

- Cultural establishments relate to *transportation* and *food and beverage* services.

Consumer Characteristics

- Consumers of cultural services want to enjoy themselves; educational benefits are considered secondary.
- Surveys of museum visitors have shown that: 41% of visitors are over 35 years of age; 19-24% are between the ages of 25 and 34; 24-34% are between the ages of 15 and 24; and there are very few small children. (From surveys by the *Smithsonian Visitor*, the Royal Ontario Museum, and the New York State Museum.)
- The Smithsonian study showed that the average visitor to the National Museum of History and Technology and the National Museum of National History was a college graduate, considered the visit interesting and worthwhile, did not come alone, wanted the museum well-cared for and clean, wanted a relaxing experience with no crowds, and tended to be a reader who used libraries frequently.
- Libraries are utilized by students, scholars, and many others who read for pleasure.

THE WORK ENVIRONMENT

The Internal Structure of These Establishments

- Cultural services establishments vary greatly, and the size of their organizations tend to vary accordingly. In large museums, libraries, zoos, and aquariums, there are a considerable number of management and administrative positions, and roles are differentiated. In small establishments, individuals assume more responsibilities than their counterparts working in larger institutions.
- Some of the occupations in this subcluster include:

director
curator
educational supervisor or director
exhibit designer
editor
conservator
registrar
librarian
superintendent—buildings and grounds
security supervisor
attendant
tour guide
animal handler

Working Conditions

- The following chart presents salary ranges for certain museum occupations. It was taken directly from the *1973 Museum Salary and Financial Survey*, by Kyran K. McGrath, Director, American Association of Museums.

Position	Responses	Actual Low Salary	75% Earned More than	Median	25% Earned Less than	Actual High Salary
Director	542	$3,000	$12,000	$16,000	$21,600	$50,000
Deputy Director	61	4,000	12,500	17,000	20,612	36,000
Assistant Director	154	4,000	9,000	12,490	17,844	35,000
Business Officer	133	4,000	8,440	12,500	16,500	32,000
Curator	315	3,000	8,620	11,100	15,036	36,000
Assistant Curator	152	3,300	7,560	9,000	11,676	21,000
Registrar	162	3,000	6,480	8,000	10,320	21,700
Secretary	378	3,000	5,300	6,500	8,000	20,000
Accountant	102	4,000	6,378	8,500	11,000	19,500
Conservator	53	3,400	9,000	12,243	15,000	27,500
Preparator	109	3,600	6,800	8,304	10,000	19,700
Exhibit Designer	110	5,100	8,868	11,000	14,000	26,200
Artist	55	3,500	7,300	8,600	10,999	18,900
Superintendent	165	3,300	7,260	9,500	12,380	26,200
Janitor	194	3,000	4,800	5,568	7,000	11,500
Guard/Security	136	3,000	5,070	6,245	7,371	21,900

- The *Census of Population* indicated in 1970 that there were close to 120,000 people employed in public libraries. Approximately 25,000 were professional librarians, and over 55,000 were library attendants and assistants. There are, in addition, librarians in hospital, school, university and private libraries. According to the 1974-75 *Occupational Outlook Handbook*, librarians in public libraries earned starting salaries of $8,713 in 1972. The average salary for special librarians was $13,900 in 1973.
- Most of the occupations found in cultural services require indoor work only. There are exceptions, e.g., zoos.
- As in many entertainment establishments, employees are frequently required to work at night, on weekends and holidays.
- Most of the occupations are full time, year-round jobs.
- Although salaries may not be as high as those for other jobs, competition is high because many people are interested in them. Some of the larger establishments offer extensive fringe benefits.

Skill Requirements

- The range of required skills varies greatly. Some jobs (tour guide, curatorial assistant, library assistant) require no previous experience or training. Others (curator, museum director, librarian, conservator) require college degrees.
- Many schools offer degrees and programs in library science. An increasing number offer programs in museum education. Many colleges offer programs in art and art history which one would take in preparation for becoming a curator. For those interested in zoos and aquariums, courses in biology and chemistry can be taken at both the high school and college levels.
- Many of the jobs involve working with people and being pleasant and willing to answer many questions or the same question many times.
- For zoos, museums, aquariums, and historical sites, there are frequently job openings under the direction of the publicity director or the public relations officer for people who can write or design brochures and pamphlets about the facility. Such a person also needs to know something about photography, graphics and illustration.

CAREER OPPORTUNITIES

- Some of the supervisory positions in cultural services are acquired by "working your way up." For example, the career ladder at historical sites often moves from part-time guide, to assistant site administrator, to site administrator, to a headquarters position. Regional administrators, who are responsible for more than one property, are on about the same par as a museum director in terms of salary and responsibility.

- A job as a curator requires a college degree in art or art history. Most museum directors are drawn from the ranks of curators.
- Approximately 57% of the workers in museums are volunteers. These volunteers typically work as guides, or docents. Competition for paid positions as guides in museums, zoos, historical sites, or aquariums is very stiff and the pay is low. Such positions are, however, a first step in a career in cultural services.
- Many employers, especially museums, provide training for their employees, and some encourage their employees to get ouside education and training.

SUGGESTED STUDENT ACTIVITIES

1. Students can design a questionnaire for interviewing employees and managers in cultural services and conduct interviews with at least three employees and managers in cultural services. Students can collect pamphlets and brochures from a cultural facility. Students can give a presentation to the class describing the occupations, the exhibits, and the general environment from both the visitor's and the worker's point of view.
2. Invite a speaker from each type of cultural service to speak to the class about careers in that field.
3. Divide the class into groups of three to five students. Have each group select a cultural event, either historical or current, and develop an exhibit. The exhibit should include visual displays and written materials. The exhibit might center around an historical event, a particular zoological species, a historical site, artifacts of a particular area, and so forth.
4. Located in the Student Material are sheets which provide additional interesting information about cultural services. These sheets include such items as brief descriptions of the history of the industry and information about various aspects of businesses and employment in the field. These sheets may be used as introductory readings for some of the suggested Student Activities, as the basis for class or group discussions, or as supplementary material for the occupational preparation sections of this curriculum. The Student Resource Information sheets for this component are: *Cultural Services* and *The Smithsonian Institute.*

UNIT I. TICKETING SYSTEMS

Teacher's Guide

OVERVIEW

STUDENT ACTIVITIES	STUDENT MATERIALS
A. What Does A Ticket Tell You? Students examine different ticketing systems and develop a model ticket in order to identify the various uses of tickets.	Three sets of instructions and descriptions, one to each of three groups: Yourtown Amusement Park Yourtown Track and Field Meet Yourtown Historical Homestead and Museum Information Sheets for each student: Amusement Parks Amateur Sports Museums
B. What Are Some Business Uses of Tickets? Students develop a list of business uses for tickets and examine specific uses by businesses in their community.	

UNIT I. TICKETING SYSTEMS

OBJECTIVES

- Students will be able to list at least five uses for tickets.
- Students will be able to describe the uses of three different identifying codes for tickets.
- Students will be able to identify information items usually found on tickets of various sports, entertainment and cultural service establishments and will be able to specify what these items are used for.

RATIONALE

Many sports, entertainment and cultural service establishments maintain ticketing systems. These systems are used for different reasons but generally it can be said that tickets provide important information for both the customer and the management of the establishment.

This unit enables students to examine several specific industries in the sports, entertainment and cultural services while at the same time identifying and analyzing some of the uses for ticketing systems. By learning why ticket systems are used, students who obtain employment as ticket takers will be better able to perform their jobs.

CONCEPTS

- Tickets are used for a variety of purposes, including keeping track of the number of customers or visitors and reducing the need for money to be handled by a variety of employees.
- Tickets are typically coded as a way of control.

ACTIVITY A. What Does A Ticket Tell You?

Introducing the Activity

1. Explain to the class that many businesses in sports, entertainment and cultural services use tickets and that they are used for different purposes.
2. Explain that tickets are usually coded numerically, alphabetically, by color, or by a combination of these.
3. Tell the students that in this activity they will be examining different ticketing systems in order to identify the various uses of tickets for both the consumer and the business or establishment.
4. The simplest and most common method for coding tickets is to number the tickets from 1 to n depending on the number of tickets printed. This method is used to keep track of the number of tickets sold and to compare the number of tickets sold with the amount of money taken in.

   When tickets are used for purposes such as seating, a combination of alphabetical and numerical codes is used; typically, the letter is used to represent the row (A-Z, AA-ZZ, etc.) and the number is used to represent the seat.

   Tickets are often color-coded to indicate a section in the hall, auditorium or stadium, the price of the ticket, or both.

Guiding the Activity

1. Divide the class into three groups: Groups I, II, III.
2. Distribute to each student in:

   Group I, the instructions and description of Yourtown Amusement Park

   Group II, Yourtown Track and Field Meet

   Group III, Yourtown Historical Homestead and Museum.
3. Make poster board, rulers and felt-tip markers available to each group.
4. Allow 45 minutes to an hour and a half for students to complete their models.

Learning More From the Activity

1. Ask a person from each group to read the description sheet for that group to the class.
2. Have other members from the group identify the items of information that the group included on its model ticket and explain the reasons for the inclusions.
3. Ask other groups to comment regarding the sufficiency of information presented and the clarity of form.
4. Distribute the information sheets entitled "Amusement Parks," "Amateur Sports," and "Museums" for students to learn more about the work environment studied in this activity.

Points to Stress

- Information items which might appear on a ticket include:

1. the name of the establishment
2. the number of persons the ticket admits
3. whether the ticket admits an adult or a child
4. an indication of whether the ticket is complimentary or a paid ticket (price is usually indicated)
5. the date the ticket is good for
6. the name of the event or performer
7. the identifying code, often numerical, to keep track of the number of tickets sold
8. location of the seat

- The amount and type of information included on tickets depends on the kind of business, activity or function for which the ticket is used.

ACTIVITY B. What Are Some Business Uses for Tickets?

Introducing the Activity

1. Review the information items that generally appear on tickets, discussed in Activity A.
2. Ask the class to begin generating a list of business uses for tickets. The list should include the following purposes:
   - to identify the customer as having paid an entrance or ride fee
   - to assist ushers in seating customers
   - when tickets are sold before the event, to give management an idea of the size of the audience they can expect, and, for sporting events, to determine whether the event can be telecast locally
   - to control the size of an audience.(Where demand for seats exceeds the supply, owners or managers sometimes plan repeat performances to accommodate all customers.)
   - to provide managers with an index of how popular a performer is
   - to promote a new event or establishment by providing complimentary tickets or to lend an aura of respectability to an event, by inviting dignitaries or celebrities. (Sometimes complimentary tickets are given to performers, athletes or employees as a fringe benefit.)
   - to encourage "filling up the house" (Managers sometimes sell blocks of tickets at reduced rates to groups, usually well before the event.)
   - to keep track of the number of people who use the services, even when there is no entrance fee
   - to make things easier for the customer.(Parents taking their children to amusement parks can buy one or more books of ride tickets, give them to the children, and not have to worry about the children handling money and counting change.)
   - to increase security and decrease the responsibility of employees to handle money. (For example, tickets are often sold in one central place, and at establishments where much money is received, a security guard is present. Other employees who work with the customer, e.g., ride attendants, ticket taker, usher,handle the ticket only.)
   - to compare the number of tickets sold with the amount of money taken in.

Guiding the Activity

1. Develop with the class a list of sports, entertainment and cultural facilities in the local community which use tickets.
2. Assign students, either individually or in groups, to visit these establishments for the following purposes:
   a) to obtain a ticket (or a detailed description or a sketch if the management will not relinquish a ticket)
   b) to interview the ticket seller or a manager to find out:
      - the type of ticketing system used
      - purpose for which the tickets are used (customer service, bookkeeping, management planning, security)
      - methods for dispensing tickets
      - criteria for giving out complimentary tickets
      - explanation of codes used

Learning More From The Activity

1. When the students return to class, compare the tickets and have the students discuss the similarities and differences. Note especially any differences between tickets from different types of facilities.
2. Select three or four interviews which represent relatively different ticketing systems and ask each interviewer to give a brief presentation to the class.

UNIT II. COMMUNICATION SKILLS

Teacher's Guide

OVERVIEW

STUDENT ACTIVITIES	STUDENT MATERIALS
A. Verbal Communication Students prepare brief presentations in writing and then deliver these to the class.	For each student: Instructions with list of suggested topics
B. Verbal Communication in Sports, Entertainment and Cultural Services Occupations Students examine four occupations in the field to determine the similarities and differences in verbal communication.	
C. Non-Verbal Communication Students experiment with non-verbal communication and learn that much can be communicated without words.	For each student: Instructions Product and Occupation Cards to be cut apart and drawn at random by students
D. A Look at Real Publications Students analyze the written materials produced by different facilities.	Promotional, educational, informational publications to be collected by students or the teacher
E. The Last Word Students research and write educational material about objects or events within the industry.	
F. Putting It All Together Students develop their own exhibits for showing in the school.	

UNIT II. COMMUNICATION SKILLS

OBJECTIVES

- Students will improve their non-verbal communication skills and will learn to appreciate the impact of factors such as facial expressions, hand and body gestures, and posture, on non-verbal communication.
- Students will be able to prepare written material for the public, for use both in brochures and pamphlets and in oral presentations.
- Students will learn the key differences in style and format between written material prepared for reading and written material prepared for oral presentation.
- In addition to the communication skills associated with particular occupations in these environments, students will learn other communication resources that are available to some employees (theater managers, producers, publicity directors, museum directors, etc.).
- Students will be able to deliver clearly stated and interesting presentations.
- Students will learn the particular role and impact of communication skills for individual jobs and the more general role that communication plays in the businesses and industries associated with sports, entertainment and cultural services.

RATIONALE

Almost all work environments and occupations require communication skills. In sports, entertainment and cultural services, workers are often called upon to use all of their communication skills, verbal or oral, non-verbal and written. These skills are used to communicate directly to customers or an audience, e.g., by a tour guide or a coach, or indirectly, e.g., by a publicity writer for a museum or zoo.

The learning gained from this unit, which concentrates on the industries under study in this curriculum, is intended to be immediately applicable for students in their school work and to provide skills which will eventually help them when they enter the working environment.

CONCEPTS

- There are three basic types of communication skills: verbal or oral, non-verbal and written.
- In the sports, entertainment and cultural services work environment, employees often use these types of communication skills.
- Verbal Communication. Many employees in these environments are involved with customers or clients. Sometimes the interaction is highly structured (e.g., formal presentations by a tour guide) and sometimes it is informal (e.g., the exchange between a customer and a cashier). The circumstance, audience and style of speaker influence the nature of the verbal communication.
- Non-Verbal Communication can have as great an impact on the audience as verbal communication. The speaker's facial expressions, posture and gestures often reflect his or her attitude toward the business or the audience. Non-verbal communication can demonstrate respect or disrespect, enthusiasm or boredom, interest or disinterest in the audience or customer. Non-verbal communication can also be used to transmit concrete information (e.g., a referee in a football game).
- Effective written communication is basic to many occupations in these environments. Workers must be able to tailor their writing style (content, format, length, vocabulary) to fit specified requirements of the sports, entertainment and cultural services employer. Writers in these occupations develop presentations which are meant to be given orally (e.g., by a tour guide or a lecturer) and to be read (e.g., brochures, pamphlets, posters, or exhibits, descriptions of historical or cultural events).

ACTIVITY A. Verbal Communication

Introducing the Activity

1. Explain the concept of communication. Communication is anything we do to get our thoughts, feelings and ideas across to another person. It includes words, presented in oral or written form, facial expression and body language.
2. Explain to the class that in addition to the more obvious means of communication, such as lectures or brochures, other methods are often used to communicate feelings, ideas and/or information. They include: photography, exhibits, T.V., radio, newspapers, magazines, displays, drawings, and posters.
3. Remind the class that good communication skills are basic to many businesses, especially those in sports, entertainment and cultural services. Ask them to

list some occupations in these industries which require good communication skills. Examples are tour guides, announcers at various entertainment facilities, and coaches.

4. Tell the class that in this unit they will be addressing various communication skills. First, they will focus on verbal skills, then on non-verbal communication, and finally on writing.

Guiding the Activity

1. In this activity, each student will prepare a brief presentation of 4-5 minutes and deliver it to the class. Suggested topics are included in the Student Instructions.

Learning More From the Activity

1. After the presentations, ask for *constructive* feedback from the students:
   - What was the major point of the presentation?
   - Were the thoughts clearly expressed?
   - Was information given concisely?
   - Was the speech clear?
2. Point out that constructive feedback is an element of good interpersonal relations.

Points to Stress

- Communication skills, e.g., the ability to speak clearly and slowly, to make oneself understood, to give precise information, and to maintain eye contact, are important skills in sports, entertainment and cultural services occupations because much of the work involves interaction with others.

ACTIVITY B. Verbal Communication in Sports, Entertainment and Cultural Services Occupations

Introducing the Activity

1. Explain that students will examine the oral communication requirements in some sports, entertainment and cultural services occupations in this activity.
2. Identify four occupations in these industries that require oral presentations: tour guide, lecturer at a museum, barker at a carnival, and coach.

Guiding the Activity

1. Divide the class into groups of five or six students.
2. Ask each group to assign a notetaker.
3. Ask the students to discuss the four occupations listed above, or similar ones, and to answer the following questions:

   a) What communication skills do each of these individuals have in common?

   b) How do the verbal communication skills for each of these occupations differ?

   c) Which of the presentations are more formal and which are less formal? How is the formality or lack of formality indicated by the setting and the behavior of the person making the presentation?

Learning More From the Activity

1. Ask the notetaker for each group to report to the class on the group's findings. Suggested answers are:

   a) All four occupations require a good speaking voice, the ability to provide information, and confidence in speaking to groups of people.

   b) The occupations differ in the following ways:
   - The barker speaks loudly and constantly repeats his or her presentation. His or her objective is to persuade people to participate in the activity.
   - The tour guide must be able to answer questions. The presentation is repeated several times throughout the day, and it should provide entertainment as well as information.
   - The lecturer must modify his/her presentation based on the characteristics of the audience. He/she may be required to answer questions. He/she provides information.
   - The coach must be able to teach his/her athletes and to encourage or persuade them to win.

   c) The lecturer is probably the most formal. He/she usually makes the presentation in a classroom or auditorium and may stand behind a podium. The barker and coach are less formal but in different ways.

Points to Stress

- Tone of voice, volume of voice, clarity of speech, and responsiveness to the audience, are all important factors in delivering verbal presentations. These vary, depending on the kind of occupation involved.

ACTIVITY C. Non-Verbal Communication

Introducing the Activity

1. The objective of this exercise is for students to appreciate the fact that much can be communicated without the use of words.
2. Ask the class the significance of the expression, "It's not what you say but how you say it."
3. Ask the class if they can think of examples in which facial expressions and body gestures are especially important (acting, customer-serviceperson encounters, referees in games, and so forth). You might point out that silent movies were eagerly watched and readily understood before sound movies were developed.
4. Students will play a modified game of charades to illustrate that people can and do communicate nonverbally. This is a light, fun activity.

Guiding the Activity

1. Divide the class into teams of four or five members.
2. Students will be miming products and occupations.
3. Team members will take turns pantomiming the products and occupations. The other members of the team will have to guess what the product or occupation is, based upon the team member's pantomime.
4. Each team member will draw a card naming the product or occupation he or she is to pantomime from a container.
5. The sheet of product and occupation cards is designed so that the teacher can easily cut it into individual cards.
6. Rules for the game are included in the student instructions.

Learning More From the Activity

1. After products and occupations have been portrayed, ask students to make a list of emotions or attitudes (anger, affection, respect, etc.) to portray. These are the qualities which individuals convey silently through body language and facial expressions.
2. Point out that attitudes are often conveyed silently in this way even when an individual attempts to behave in a neutral manner.
3. Ask students to convey emotions silently. Other members of the class may guess which one is being portrayed.

Points to Stress

- Reiterate that we communicate with one another not only verbally but also through our facial expressions and by gesturing with our hands and other parts of the body.

ACTIVITY D. A Look at Real Publications

Introducing the Activity

1. Have students visit different sports, entertainment and cultural facilities in the community to collect promotional, informational or educational materials.
2. Explain that these industries rely heavily on written communication.
3. In this activity, students will have an opportunity to analyze the written materials produced by different facilities.

Guiding the Activity

1. Divide the class into small groups.
2. Distribute all the material across these groups. It may be possible to duplicate some of the material so that students have access to a wide variety of presentations.
3. Ask the groups to analyze the common and different elements of the materials. You might provide some direction by asking them to look for differences in:
   - Goal (education, information, entertainment etc.)
   - Content (e.g., educational or entertaining)
   - Style (e.g., formal or informal)
   - Organization (order of presentation)
   - Inclusion of "interesting" or "amusing" items
   - Vocabulary (use of technical or lay vocabulary, use of slang)
   - Use of humor

Learning More From the Activity

1. Ask each group to choose one of the items they have discussed and to present their findings to the class.
2. Ask the class to identify the audience for which the different items were written and to explain how

the characteristics of the audience might influence the factors listed above.

3. Now, review the materials and ask students to identify the factors, *other than the writing itself*, that influence the impact of the materials on the reader. These may include: size of print (small print may "turn off" some readers),use of color, use of photographs and/or drawings, overall graphic design of material, type of binding or physical presentation (single sheet, folded brochure, stapled leaflet), and so forth.

ACTIVITY E. The Last Word

Introducing the Activity

1. In this activity, students are asked to write their own material about objects or events within this work environment.

Guiding the Activity

1. Select several objects (e.g., historical, cultural or archaeological artifacts) or events on which information is available in the school or local library.
2. Make a list of these objects and events, and ask each student to select one, do research on it, and write educational material of two to four pages for one of these three audiences:
   - Children aged 9-12
   - High school students
   - Adults aged 25–40

Learning More From the Activity

1. Select three or more of these written descriptions, at least one for each audience listed above, duplicate them, and distribute to the class.
2. After the students have read the materials, discuss the similarities and differences between the descriptions in terms of the audience for which they were written.

ACTIVITY F. Putting It All Together

The following activity will require two to four weeks of work by the students both in and out of class. The objective is for students to prepare and display a series of entertainment or cultural exhibits using as many communication skills as possible. If there is a large, central space available in the school, it is strongly suggested that each student prepare his or her own exhibit. If school corridors are wide enough, they might provide adequate space for the exhibits. If limited space is available, students can be organized into groups, depending on their interest, for the purpose of preparing one exhibit per group. The teacher may provide a list of topics, but students should be encouraged to develop their own. For each exhibit, the student should prepare at least the following:

- Written descriptive material to be distributed and read
- An oral presentation explaining the exhibit
- Visual materials: photographs, drawings or diagrams designed to draw the attention and maintain the interest of the viewer.

If possible, arrangements should be made with the school administration to allow students from other classes to view and hear about the exhibits. This will also provide the designers with valuable additional practice in developing their oral and non-verbal communication skills.

UNIT III. MONEY MANAGEMENT

Teacher's Guide

OVERVIEW

STUDENT ACTIVITY	STUDENT MATERIALS
A. Money Management	
Students examine the need for effective money management and experiment with some common skills involved in the sports, entertainment and cultural services industries.	Three case studies for each student

UNIT III. MONEY MANAGEMENT

OBJECTIVES

- Students will be able to explain the necessity for accurate money management of businesses in the sports, entertainment and cultural services industries.
- Students will be able to perform proper procedures for making correct change.
- Students will be able to explain how cashiers keep track of money received and money paid out.
- Students will be able to complete various forms that are used to manage money, including deposit slips, charge slips, and ticket reports.

RATIONALE

Money management and recordkeeping skills are central to effective job performance in these industries. These skills are important because records support efficient business operation and customer services. Poor money management may mean dissatisfied customers as well as business losses.

In this unit, students practice as well as study some of the common skills required in these industries.

CONCEPTS

- Many occupations in these fields require that the employee know about managing money and have the ability to keep efficient and accurate records.
- Many occupations in sports, entertainment and cultural services involve the provision of a service to a client or customer. The quality of service provided is a very important element in the success of the business. Good service requires effective money management and recordkeeping skills.
- Recordkeeping involves keeping track of money, flow of customers, services provided, equipment and so forth.
- It is crucial to the operation and success of a business that records are kept in an efficient and accurate manner.
- Money management involves developing and maintaining systems for keeping track of the receipt and payment of money, including giving correct change.

ACTIVITY A. Money Management

Introducing the Activity

1. Explain to the class that there are many occupations in sports, entertainment and cultural services which require the management of money. Managing money includes giving the correct change to a customer, giving the appropriate receipt for the money given, and keeping accurate records of the receipt and payment of money.
2. Ask the students to name occupations which require handling money. Answers should include ticket sellers, clerks, cashiers and managers of facilities like amusement parks, aquariums, and sports stadiums.
3. The following activity illustrates the importance of accuracy in handling money and gives students practice in doing so.

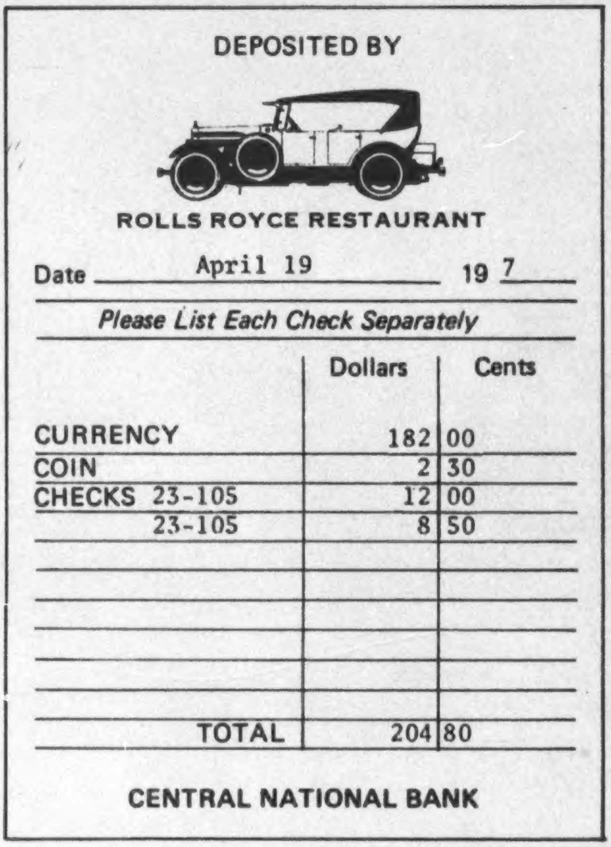
Guiding the Activity

1. Distribute the student instructions and the case narrative and forms for each of the three cases. Allow students about 40 minutes to read the case narratives and complete the forms. If they have time, they should also try to answer the questions that follow each case.
2. After students have completed the forms, review the correct answers with the class.
3. After discussion of the forms, review the questions which accompany each case.

Learning More From the Activity

1. *Completed Forms* should look like the following forms:

Case #1: Sal DeToro



DEPOSITED BY

ROLLS ROYCE RESTAURANT

Date April 19 19 7

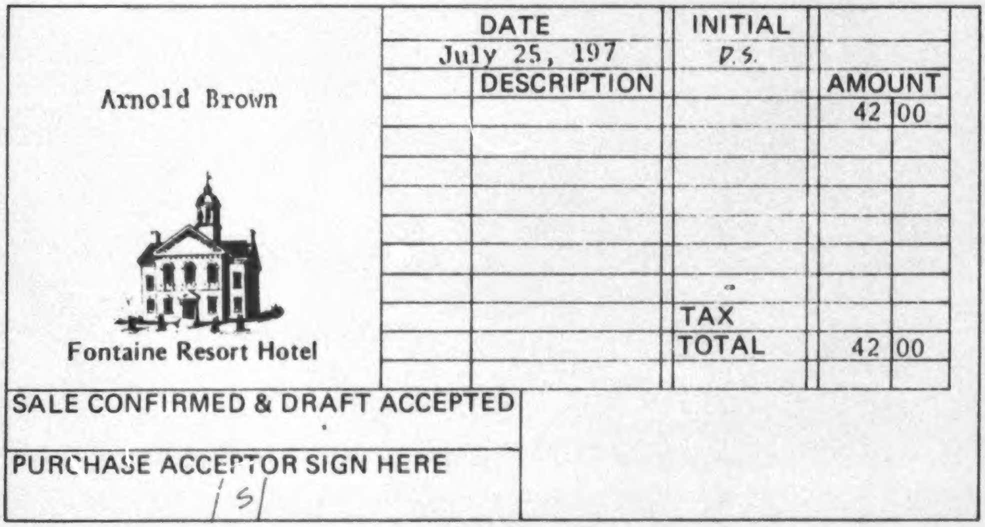
Please List Each Check Separately

	Dollars	Cents
CURRENCY	182	00
COIN	2	30
CHECKS 23-105	12	00
23-105	8	50
TOTAL	204	80

CENTRAL NATIONAL BANK

Case #2: Doreen Steeves

a) For Arnold Brown.



Arnold Brown

Fontaine Resort Hotel

DATE	INITIAL	
July 25, 197	D.S.	

	DESCRIPTION		AMOUNT	
			42	00
		TAX		
		TOTAL	42	00

SALE CONFIRMED & DRAFT ACCEPTED

PURCHASE ACCEPTOR SIGN HERE

/s/

b) For Victoria Zinck

Victoria Zinck

Fontaine Resort Hotel

DATE	INITIAL
July 25, 197	p.s.

	DESCRIPTION		AMOUNT	
			89	00
		TAX		
		TOTAL	89	00

SALE CONFIRMED & DRAFT ACCEPTED

PURCHASE ACCEPTOR SIGN HERE

/s/

Case #3: Ruth Mitchell

CINEMA CITY TICKET REPORT

	No. of Tickets Sold	Cash Value
	150 at $4.00	600.00
	200 at $3.50	700.00
	824 at $1.00	824.00
(1)	Total Cash Value of Tickets Sold	2,124.00

Minus: Pick-Ups

Amt: 150.00 Time: 2 p.m.
Amt: 300.00 Time: 7 p.m.
Amt: ____________ Time: ____________
Amt: ____________ Time: ____________

(2)	Total Amount of Pick-Ups	450.00
(3)	Cash on Hand (Subtract #2 and #1)	1,674.00

2. *Answers to Questions*

In Sal DeToro's case, suggested answers to the questions following the case description are:

a. He keeps one copy as a record that the money has been deposited.

b. He does this to assist the bank in identifying the appropriate checks in his deposit. In a deposit with a large number of checks, this helps to insure accuracy.

c. Inaccurate calculations and pilferage from the cash register may also account for a discrepancy.

d. It is not good practice to leave large amounts of cash in a business establishment overnight, except when money is needed to make change at night or early in the morning. A business supervisor may make more frequent or less frequent cash deposits depending upon the amount of money taken in.

e. The responsibilities of an assistant manager of a restaurant vary depending upon the size of the restaurant and the type of food and service offered. Typically, a restaurant assistant manager is involved in:

- scheduling and hiring employees
- supervising the preparation of food
- supervising the serving of the food
- assisting the manager in other duties

In the second case, about Doreen Steeves, the answers to the questions about making change are:

Richard Johnson has a bill of $35.82 and pays with two twenty-dollar bills. Amount of change *$4.18.*

Gerald Clayman has a bill of $40.05 and pays with a fifty-dollar bill. Amount of change *$9.95.*

Daryl Smythe has a bill of $51.00 and pays with a British 50-pound note. Amount of change *$51.50.*

Arnold Brown has a bill of $42.00 and pays with a charge card. Amount of change *0.*

Victoria Zinck has a bill of $89.00 and pays with a charge card. Amount of change *0.*

Suggested answers for the other questions in the Doreen Steeves case are:

a. Doreen does this as a courtesy to the guest and to avoid the additional problems which might result should the guest discover an error after the bill is paid.

b. She does this as an acknowledgement to the guest of the amount of money which the guest gave.

c. Doreen initially places the money above the cash drawer, rather than in the cash drawer, as a reminder to herself and proof to the guest of how much money was tendered.

d. Doreen checks the signature to verify that the guest has signed his name in the same manner in which it appears on the card.

The answers to the questions in the Ruth Mitchell case may include the following:

a. Frequently, tickets are numbered and the number of the last ticket sold the previous day is subtracted from the number of the last ticket sold on the succeeding day in order to determine the number of tickets sold.

b. The manager picks up cash during the day so that a large amount of cash does not accumulate, thus reducing the losses in case of a robbery.

c. In sports arenas, race tracks, night clubs, hotels, or any place where a large amount of cash is taken in, frequent collections are made.

d. Ruth records the amount of cash picked up to double-check the amount that should be in the drawer. In most cases, this is matched against the collection record which the supervisor completes.

e. A theater employee may be able to view the movies in the theater at no cost or at a reduced rate.

UNIT IV. INDIVIDUALIZED OCCUPATIONAL PREPARATION

Teacher's Guide

OVERVIEW

STUDENT ACTIVITIES

A. Doing Your Own Thing

Students develop their career plans by acquiring supporting skills and pursuing their interests.

B. The Job Search

Students practice job-hunting skills.

UNIT IV. INDIVIDUALIZED OCCUPATIONAL PREPARATION

OBJECTIVES

- Students will develop and implement individual occupational preparation plans, based on their own interests and career goals.
- Students will identify the processes involved in job-hunting and, if appropriate, initiate them.

RATIONALE

Occupational preparation involves not only the development of skills common to entry-level jobs in the industry but also the development of individual skills and interests. Students should be aware that, throughout their careers, they can choose occupations and work-settings which are compatible with their interests. Intelligent choices can be made only if students are aware of their interests, of the wide range of employment opportunities, and of how the two can be related. This awareness should be accompanied by individual skill preparation which develops individual interests as well as other skills related to employability.

This unit is intended to provide direction to the teacher as she or he helps the individual student pursue his or her interest in particular occupational fields.

CONCEPTS

- Occupational preparation includes development of both general and individual skills.
- Developing a career around a personal interest may demand acquiring supporting skills and/or pursuing the interest in a variety of settings.
- Occupational preparation should consider both entry-level and career goals.
- Job-hunting skills include identifying and locating job openings, arranging for a job interview, preparing and attending the job interview, following up employment contacts, and holding a job.
- While it is important for people to assess themselves and occupations in depth, it is equally important to know the mechanisms for completing the job-seeking process.
- It is necessary for the job-seeking process to be treated professionally if people are to maximize their career opportunities.

ACTIVITY A. Doing Your Own Thing

Introducing the Activity

1. Explain to students that in the sports, entertainment and cultural services fields, they have the opportunity to relate their final career goal to interests and abilities which may seem unrelated to employment. Their interest in a sport or artistic field can be developed, not only for performance but in several other ways leading to employment.

   For example, students interested in sports but not intending to be professional athletes still have a variety of options for careers in the sports field:

   - coaching or managing
   - recruiting and scouting
   - sports broadcasting or writing
   - sports arena work: ticket selling; ushering; publicity; management.

   A student interested in dance can pursue that interest in working as:

   - a dance coach
   - publicity director for a dance company
   - other work in a dance company, e.g. ticket seller; usher; backstage work as seamstress, stage manager, etc.

   Many students have interests which are reflected in cultural services. Interests in animals, art, history, stamps, coins, books, science can be expressed in a variety of cultural facilities. Work as a researcher, curator, or tour guide in an appropriate facility can make use of and enhance a knowledge of a field.

2. The goal of this open-ended activity is for each student preparing for a career in sports, entertainment and cultural services to identify interests which reasonably can be included with his/her career plan and to identify occupations and further skill preparation which should be included in his/her plan.

Guiding the Activity

1. It is useful at this point to review some of the processes involved in earlier career exploration. Students should be encouraged to generate lists of activities and skills which relate to sports, entertainment and cultural services, link those activities and skills to interests of their own, and to review their tentative career plans. A major goal of this task

is to broaden student perception of what interests can be included in a career plan, for example:

- working with elderly people
- working with teenagers
- working with people with special needs
- being outdoors
- interest in a particular game or sport
- ability in a craft
- enjoyment of singing, dance, photography, etc.

2. Arrange for conferences with students to discuss their individual plan for occupational preparation. This is the point at which a real link should be made between the student's interest and his or her career goals. The conferences should develop three things:

   - Specific identification of the student's skills and interests which are related to sports, entertainment and cultural services. This identification may demand much more active investigation than simply asking the student: "What do you like to do?" It may be necessary to help the student focus on his/her likes and dislikes, by developing a list of activities the student has done in the past.

     Once you have identified some interest of the student, it is important to assess the student's level of interest and skill. A variety of methods appropriate to different interests can be used: e.g.,

     a) If a student says he/she likes to work with elderly people, but really has very little experience, he/she might work as a volunteer in a nursing home for at least a month to evaluate his/her interest.

     b) A student with interest in a particular sport, craft, or art could be evaluated by teachers or coaches in that field as to his/her ability and knowledge.

     c) A student who has some expertise in an activity might try teaching it or leading a group to test his/her knowledge and ability to communicate.

   - Identification of a career goal and possible entry-level jobs related to those interests. Once the student has identified interests and skills he/she would like to use in the field of sports, entertainment, and cultural services, you can use a variety of resources in identifying related occupations. The cluster diagrams at the beginning of this curriculum list a great variety of work settings and occupations in the field, some of which clearly relate to specific interests students may have. The *Resources and References* section lists publications and trade associations which can provide information on employment opportunities. A survey of local or regional facilities will yield some information about current employment opportunities in the area, which may of course include entry-level jobs for the student.

     By using the student's career plan, identify both the general career goal of the student and entry-level jobs for which he/she should be prepared.

   - A plan for further occupational preparation which will help the student develop his/her interest in relation to a career goal.

     Knowing what skills the student has and what jobs he/she is preparing for should allow you and the student to develop a plan for further preparation related to the student's interests and goals. This plan will generally include three elements:

     a) further development of the student's interests—including independent reading, research or, perhaps, lessons to enhance skills.

     b) development of other skills demanded by the occupations, e.g. teaching the activity to others, adapting the activity to a particular group, etc.

     c) some experience in the work setting of his/her career goal—through a cooperative work experience, observing people on the job, or acting as a volunteer.

Learning More From the Activity

1. The student's fulfillment of his/her individual preparation plan can be viewed as an independent study, easily taking several months. During these individual projects, it is important that the class serve as a place for interchange of experiences and ideas. Students might present to the class their initial plan, a report on their progress during the preparation, and a final evaluation of their program. These presentations will be most valuable to other members of the class if they include specific descriptions of activities, of work settings, and of people on the job.
2. Some of the plans might involve participation by several students in a common activity—within or outside the school. For example, students with an interest in bridge or chess might arrange a school tournament—arranging for rooms, scheduling players, keeping track of results, etc. The same activity might then be done in a different setting, e.g., in a nursing home.

Points to Stress

- Developing a career plan which is based on individual skills and interests is a difficult task but one well justified in terms of individual satisfaction and success.

Activity B. The Job Search

Introducing the Activity

1. Review with students the process of job-hunting.
   - locating job openings through appropriate resources
   - arranging for an interview
   - preparing a resume
   - participating in an interview
   - follow-up

   This process should be familiar to students, but they are likely to need practice in specific skills.

2. Explain to the students that in this activity they will go through the job-hunt process in the area of their skill preparation. For students actually looking for work–either post-graduation or summer–this is more than an exercise. For other students it is a necessary focusing of their preparation for employment.

Guiding the Activity

1. Ask students, alone or in small groups, to review the occupational preparation plans they developed in Activity A. They should be able to identify two or three entry-level occupations for which they are prepared and which interest them.
2. When each student has listed two or three occupations he/she is prepared for, ask them to prepare a resume. The resume should reflect the student's skills in a field of interest, as well as academic and work experience. Review several of the resumes with the class in terms of appropriate information, style and format.
3. At this point, one of two courses may be pursued:
   - If students are not actually ready to seek employment, use this job search as an extended role-play. Students can use the classified ads to identify job openings. Ask them to write letters of application which stress the relevance of their occupational preparation to the job opening and review several letters with the class.

     You might arrange for a few employers to visit the class and conduct simulated interviews in front of the class. Students can practice their interviewing skills, learn from the employers' questions and make suggestions to each other. If employers cannot visit the class, have students role-play employers and applicants in the interview.
   - If students are actually seeking employment, the class situation can support the real job search. The review of letters and of interviewing skills will be valuable preparation for the interviews. (These students may also use the local employment services to locate job openings.) You might make a large master schedule of job letters sent, rejections received, interviews, outcomes of interviews, etc. and have students report to the class on the day-by-day results of their job search. Discussing the reasons for failure or success, for a good or bad interview, will not only give encouragement to the individual job seeker but will also increase all the students' understanding of the factors involved in job hunting.

Learning More From the Activity

1. As students come to grips with the job market and their own employability, it might be useful to invite recent graduates of the program to talk to the class about their own job seeking, their satisfaction with their current job, and their plans for the future. Students will thereby have a chance to identify possible job situations for themselves and to ask questions of someone on a relatively close footing with them. Such presentations will also serve as part of your own follow-up of former students.

Points to Stress

- Although individual job searches differ, they all demand active planning and follow-through.

THE PROFESSIONAL SPORTS ORGANIZATION

Private organizations own major league sports teams which play football, basketball and baseball. As a business proposition, professional sports do not yield as much profit as would a comparable investment in another business. This would seem to imply that the businessperson who invests in sports is more interested in the sport itself than in making a profit.

The typical professional sports organization consists of the owner, a publicity director, the manager or head coach (in football called the head coach, in baseball called the manager—their responsibilities are, for the most part, the same), assistants and trainers, one or more scouts and, of course, the athletes themselves. The head coach has considerable authority and responsibility—plays an active role in recruiting, selecting players, determining which players will start in which positions, making recommendations regarding the athletes' contracts and, of course, making strategic decisions during games. Assistant coaches are sometimes former athletes who aspire to become head coaches. Because of increasing pressure on owners to hire more black assistant coaches, more have been hired. Many black assistant coaches have felt, however, that their appointments are dead-end jobs because no one intends to promote them to positions as head coaches. However, recently this seems to be improving, e.g., both coaches in the 1975 National Basketball Association playoffs were black.

Every major sport has its own "leagues" (the National Football League, the American League, the National Basketball Association, the National Hockey League, and so forth). These leagues and associations are responsible for certifying umpires and referees, establishing and making decisions about game rules, settling disputes, overseeing the draft (the system whereby teams with the worst records for the season get first choice of available athletes), making decisions about whether or not to allow more teams to play in the league, and so forth.

THE ROLE OF SPORTS IN AMERICAN SOCIETY

There has been much speculation, but little research, on why sports are so popular in the United States and in many other countries. American fans are typically much more than observers; they tend to identify with the success or failure of their favorite teams to an amazing degree. Reaction to a defeat is typically much stronger than simple disappointment; after loss of a championship game, the team's fans might well be depressed, moody or grouchy for days. Success, on the other hand, often leads to celebrations and parades that go on for hours and even days. Fights between fans of opposing teams are quite common. The big question is, why?

Harry Edwards, in the *Sociology of Sport*, suggests that the fan identifies personally with his or her favorite athlete or team. If the team wins, the fan sees it as a personal victory; if the team loses, it is a personal loss. The athletic field, court or track seems like the working activities which he/she carries on daily. The fan wants the "good guy" (his/her team) to win and the "bad guy" (the opposing team) to lose in much the same way that he/she wants to "win" over the competition in his/her career.

Some other writers contend that sports provide the fan with the feeling of belonging and identifying with something; and still others argue that the sports event allows the fan an opportunity to express strong feelings in ways which are typically not acceptable in other settings in society.

Fans play a major role in the support of their teams. Fan support and enthusiasm have played a significant role in the expansion of the number of professional football and baseball teams. In some cases, fan disfavor with a coach or a manager has caused the coach or manager in question to resign.

At the collegiate level, the fan may support a favorite team financially (in some cases with quite large amounts of money) and in return, may expect the coaching staff to be responsive to suggestions about whom to recruit, whom to play in what positions, and what strategies to adopt. The most enthusiastic collegiate fan is, of course, the alumnus/alumna. In some instances, it is fair to say that alumni demonstrate more enthusiasm about the success or failure of the collegiate team than do students currently in the school.

On many campuses today, students are questioning the values and assumptions associated with the substantial financial investment which intercollegiate sports require and the dress and behavior codes often imposed on athletes. Partly as a result of student dissent over sports, collegiate athletes are in some instances enjoying less prestige and admiration from their peers than they have had in the past. It remains to be seen what impact these student attitudes will have on recruiting athletes and on the coach's ability to maintain conformity among team members.

THE LIFESTYLE OF THE PROFESSIONAL ATHLETE

Many of the more popular professional sports (e.g., football, baseball, basketball) provide some economic stability for the athlete, who often earns between $25,000 and $100,000 a year. Pension funds have been set up to hold a certain portion of the athlete's earnings. The athlete can draw on this fund after he or she leaves professional athletics. Income in some other professional sports is not as predictable or as great. For example, professional golfers and bowlers have no guaranteed income and must rely entirely on their success in tournaments unless they supplement their income through business activities or by teaching. While the purses for such tournaments are often quite large for the people who place at the top, most players, especially those who are just beginning in the sport, must be content with little or no financial reward for their efforts.

Money is not the only factor which determines an individual's life style, especially for the professional athlete. Playing on a professional team greatly affects the athlete's family, personal and social life. For example, some coaches regulate athlete's behavior in such areas as dress and personal grooming. One reason which coaches sometimes use to justify their demands for strict conformity in dress, grooming and behavior is that discipline and team work are prerequisites to winning. However, if those teams which permit more individual choice in behavior, dress and grooming are able to win, other coaches might begin to relax their control over their athletes in this regard.

Most professional athletic teams do not allow players to bring their spouses with them when they travel during the regular season. Recently this practice has been contested by several athletes. In addition, other aspects of the athlete's life are controlled and supervised during the regular season, e.g., what time they should retire, what they should eat, what their training and exercise program should be, and so forth. These and other factors often cause the athlete to feel that he or she is treated as less than an adult and that he or she has few opportunities to develop the skills associated with leadership and responsibility.

Finally, there is the prestige given to the professional athlete, especially if he or she is a star. Stars in professional sports often find themselves objects of flattery. Their opinions are sought, often on matters about which they know little, and respected. Many stars use their reputations for economic advantage by lending their names to businesses or by advertising products.

There are both advantages and disadvantages to the life of the professional athlete. Anyone considering such a career should weigh both and should also be aware that opportunities for careers in this field are extremely limited.

THAT'S ENTERTAINMENT

Typical employers in the entertainment services industries are:

- movie theaters
- legitimate theater (where plays are presented live)
- carnivals
- night clubs
- race tracks
- ballet companies
- rodeos
- circuses
- amusement parks

Nature and Range of Services Provided

The nature of the service provided is, of course, entertainment. Many of the occupations in these businesses are involved with providing supporting services to the entertainer, maintaining the facilities in which the performances are held, or promoting and selling tickets to performances.

Occupations Found in The Industry

Employment opportunities in certain entertainment businesses (circuses, carnivals, ballet companies, the legitimate theater) are limited. Steady employment as a performer requires talent and the ability to locate, and take advantage of, opportunities. Performers often hire others, called agents, to arrange shows for them and negotiate the best possible fee. A performer may also hire a coach who is responsible for helping the performer to develop and maintain his or her particular skill.

Other occupations in entertainment services include: manager of facilities or of performing groups or companies, wardrobe mistress (ballet company, theater company) and assistant, doorman or host/hostess in night clubs, ride operator, ticket seller, ride supervisor, animal man, usher, motion picture projectionist, publicity director, and theater director.

People who work in the entertainment industries have to become accustomed to long hours and work at night and on weekends–the times when most customers seek entertainment. Also, many of the businesses, such as amusement parks, are seasonal and do not, therefore, provide steady employment. Jobs in these businesses tend not to be highly stable. Some businesses, however, such as well-situated night clubs or movie theaters, can provide steady employment.

Education and Training Required

Performers often require considerable training and coaching. Private instruction is necessary for skill development in some fields, such as music and dance. There are postsecondary programs in others, such as drama and theater arts. The amount of education required varies. Some occupations do not require a high school diploma (usher, doorman, ticket seller). Although it is not specifically required that publicity directors have college degrees, entrance into this field is often via previous experience in reporting, either for newpapers, magazines, television or radio. For writing positions in many industries, some college education is required.

FROM JONES'S WOOD TO DISNEY WORLD

Millions of Americans visit amusement parks during the course of a year; in fact, more Americans visit amusement parks than all the games of football, baseball, basketball, and other professional sports and all the horse and auto races combined. Amusement parks have appealed to people as a source of fun, excitement, color and adventure at relatively inexpensive prices since biblical times; and, while their character has changed since that time, they still continue to attract people wherever they are located.

The first major American amusement park was Jones's Wood which was built in 1857 next to the East River in New York City. Jones's Wood provided its visitors with re-enactments of famous historical events, such as the Battle of Bunker Hill. Other new parks quickly followed. These offered amusements like steamboat rides; and soon, rides that we think of as being typical of amusement parks, such as Shoot-the Chute, were developed.

Coney Island, a six-mile long beach near the entrance to New York Harbor, was the site of the first modern amusement park. It began in the 1880's with Sea Lion Park which featured trained seals and sea lions, wild water races, and rides. Soon, Sea Lion Park was joined by two other amusement centers on Coney Island. These centers offered such attractions as "Fighting Flames" (a six-story building was set afire and then "saved" by firemen) and "Infant Incubator" (new-born babies were shown being cared for by nurses). What unusual "amusements" to our eyes today!

Although the original amusement centers on Coney Island are long gone, Coney Island still remains as an extremely popular park. Millions of people every year are attracted there by its approximately 400 rides, including the roller-coaster, and by its famous hot dogs. (The frankfurter, or hot dog, was developed in Germany in the 12th century; but our modern hot dog in a bun was supposedly developed by a man named Charles Feltman right at Coney Island.)

Hundreds of amusement parks were built, and have grown or closed down since Coney Island started. Each has developed its own theme or specialty.

Perhaps the most famous and the largest of the modern amusement parks are the two parks owned by Walt Disney Productions. The first of these two world-famous parks was Disneyland which was built in 1955 in Orange County, California, at a cost of $17.5 million dollars. Every year 10 million people come to see the Disneyland attractions, which include rides through fantastic kingdoms, historical figures made so they can move and talk, and well-known Disney characters like Mickey Mouse, Donald Duck and Goofy.

Disneyland enjoyed such a tremendous success (its gross revenues exceed $65 million dollars a year) that Walt Disney Productions decided to open another park, called Disney World, in Orlando, Florida. After 7 years of development and an expenditure of $282 million, Disney World opened in 1971. The new park also has four miles of beaches and sailing, fishing and water skiing facilities. It has two resort hotels and a golf course. During its first years of operation, it attracted 10 million people and $139 million each year.

While many small, family-run amusement parks continue to prosper, big, expensive "theme" parks like Disney World attract an increasing number of people and receive more than 40% of the total revenue for amusement parks.

Reference: International Association of Amusement Parks and Attractions, Oak Park, Illinois 60301

A CLOWN'S COLLEGE

Ringling Brothers, Barnum and Bailey Circus runs the only college in the world with courses like "Clowning," "Elephant-Riding," and "Juggling." It is all part of an attempt by "the greatest show on earth" to train clowns to perform in its two traveling circuses. The Clowns' College in Venice, Florida, was begun by Ringling Brothers in 1968 in response to a low supply of young clown performers.* Many of the thirty or forty students who train in the college's eight-week program each fall go to work as clowns in the Ringling Brothers circus. (Students range from teenagers to men and women in their thirties. They pay no tuition, but have to pay for room, board, and all of their clown makeup!)

The student clowns have to learn not only how to make funny faces but also how to juggle, ride a unicycle, walk on stilts, do pantomime, and acrobatics. They also learn how to work in a large and complex organization–which puts on a show with many performers in the arena at once and which picks up and moves–elephants and all–from city to city overnight. It's not surprising that the college looks for students with a sense of humor, a lot of agility, and great stamina and endurance. Being a circus performer demands much hard work, long hours, and constant traveling. But for many performers, it is an exciting and satisfying life–which can begin in the Clown's College.

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*Now there are many more applicants than there are openings for clown students, so competition is intense.

CULTURAL SERVICES

Museums, zoos, aquariums, libraries, and historical sites are the major institutions which comprise cultural services. They provide information to the consumer on something of interest to the consumer. The visitor to a cultural facility gets this information by observation, by hearing guided tours and presentations and/or by reading brochures and pamphlets.

Most institutions of this type are either publicly owned or supported by one or more private foundations. They are also supported in part by donations from individuals.

Museums, zoos and aquariums rely heavily on the use of volunteers to act as guides, to raise funds, and to help maintain the facilities. Often, there is a lot of competition even for the job of volunteer. If someone does become a volunteer, he or she is usually given preference if a permanent job opening becomes available.

Nature and Range of Services Provided

Cultural facilities clearly offer education and pleasure to individuals. They also serve a more general function in preserving things of value to the society. Cultural facilities store and preserve national art, books of great value, and historical relics; they are also involved in the restoration and maintenance of old houses, historic buildings, and sites of historic significance.

Occupations Found in the Industry

The occupations in this environment differ in nature. Libraries typically employ a director, at least one librarian, an assistant if the library is big enough, and a desk clerk responsible for checking books in and out. Large libraries have people who only shelve books and check the shelves to make sure that the books are correctly placed. Reference librarians are individuals familiar with the library's reference resources; their job is to direct people to the information they are looking for. Many libraries have specialties such as law, art or science. Often, scholars from miles around come to use the resources of a library in their specialty.

The remaining institutions are in the business of exhibiting objects of interest to the public. They often employ guides to lead visitor groups and to explain the exhibits.

Education and Training Required

A college degree is usually required for employment as a director of a museum or aquarium. Curators, who are responsible for selecting and arranging exhibits and for overseeing their maintenance, are trained at the postsecondary level.

Some jobs, such as tour guide, curatorial or library assistant, require no previous training or education.

THE SMITHSONIAN INSTITUTION

For many Americans, the Smithsonian Institution is a tremendous, reddish-brown, castle-like museum which they visited on a trip to Washington, D.C.; they remember the exhibits of early American life, technological inventions, First Ladies' costumes, etc. But the Smithsonian is really much more than one museum. It is a wide-ranging collection of museums and centers for learning administered by the federal government.

The Smithsonian Institution began in the early 1800's when the large fortune of James Smithson, a British chemist, was left to the United States. Smithson wanted the federal government to use the money to set up an institute for learning in Washington, D.C. The Congress debated whether they should accept such a responsibility but in 1846 finally accepted the gift and set up the Smithsonian Institution to support a libarary and museum. But, mostly through the efforts of the scientists who led the institute over the last century, the Smithsonian has also supported active scientific research all over the world, as well as exchange of scientific information between countries.

The Smithsonian has also grown to include a wide variety of cultural facilities, employing a great number of people. They include:

- The National Zoological Park, a large zoo in Rock Creek Park in Washington
- The National Gallery of Art, an immense collection of national and international works of art in Washington
- The Freer Gallery of Art in Washington
- Natural History Museum, and
- Hirschhorn Gallery of Modern Art, a new building which holds modern painting and sculpture

Each of these facilities holds a great collection, which is maintained and made available to the public by thousands of researchers, curators, and tour guides.

OVERVIEW

STUDENT ACTIVITIES	STUDENT MATERIALS
A. What Does a Ticket Tell You? Examine different ticketing systems and develop a model ticket in order to identify the various uses of tickets.	Three sets of instructions and descriptions: Yourtown Amusement Park Yourtown Track and Field Meet Yourtown Historical Homestead and Museum Three information sheets: Amusement Parks Amateur Sports Museums
B. What Are Some Business Uses of Tickets? Develop a list of business uses for tickets and examine specific uses by businesses in your community.	

Instructions

In this unit you will be examining the reasons for and uses of ticketing systems. As you know, many establishments or businesses in Sports, Entertainment and Cultural Services use tickets.

This activity will give you the opportunity to design a ticket for a particular event. Your group's task is to make a large-scale model of a ticket for the purpose described below.

Your group has a contract with the Yourtown Amusement Park Corporation (YAPC) to plan a ticketing system for use in their new amusement park which will open in the spring.

This amusement park will offer a variety of activities for all ages. These activities include games of chance, like bingo, shooting galleries and pitching booths; and a number of rides, including a ferris wheel, merry-go-round and roller coaster. There will be booths selling cotton candy, popcorn hot dogs, soft drinks, etc. The corporation also intends to have a small zoo to attract customers.

The YAPC has told you that the amusement park will be located in the large outdoor area north of your town. It will be surrounded by a high chain-link fence with one main entrance through which all customers must pass to get into the park. The corporation plans to sell tickets in books at the entrance gate so that customers can buy one or more books when they enter the park. These tickets can be used on any of the rides in the park. The price of the tickets includes the entrance fee to the zoo. Therefore, once a customer has bought one or several books of tickets and entered the park, he or she will need cash only to buy food and souvenirs and to play the various games of chance offered.

The YAPC has asked your group to design a large-size model of the entrance ticket described above. The corporation wants you to include *at least* the following information on the model ticket:

1. The name of the corporation.
2. An identifying number code, to keep track of the number of tickets sold.
3. An indication of whether the ticket is complimentary, i.e., a gift from the corporation, or a paid ticket.

You may add any other information which you think should be included on the ticket.

Instructions

In this unit you will be examining the reasons for and uses of ticketing systems. As you know, many establishments or businesses in Sports, Entertainment and Cultural Services use tickets.

This activity will give you the opportunity to design a ticket for a particular event. Your group's task is to make a large-scale model of a ticket for the purpose described below.

Your group has a contract with the American Collegiate Athletic Association (ACAA) to plan a ticketing system for use in the annual track and field meet that will be held this spring in your town.

The ACAA is sponsoring this track and field meet which will attract amateur athletes from all over the region to compete in various track and field events. These events will include several running events, a marathon, high-jump, broad jump, hurdles and pole-vaulting. Most of the events will be held for both men and women competitors; for example, there will be one broad jump event for men and another for women. Many of the athletes competing in the meet hope to establish records that will enable them to participate in the Olympic trials. As a result, there is a great deal of consumer interest in the meet, not only from people in your town, but from people throughout the region.

The meet will be held over a three-day period. All of the events will take place in your new high school stadium. (The 29-mile marathon run will begin and end in the stadium, but most of the marathon route will be through the town and countryside.) The ACAA would like to sell tickets separately for each day's events. Therefore, they have asked you to design a system which will enable both ticket takers and customers to distinguish the tickets for each of the three days. Each day's ticket enables the customer to enter the stadium for that day. He or she may stay in the stadium for the full day or for any part of a day with one ticket.

The ACAA has asked your group to design a large-scale model of one day's entrance ticket and to indicate to them how you plan to distinguish the tickets for each of the three days. They want you to include *at least* the following information on the model ticket:

1. The name of the sponsor (i.e., ACAA).
2. The location of the seat the customer has paid for.
3. The date the ticket is good for.

You may add any other information which you think should be included on the ticket.

Instructions

In this unit you will be examining the reasons for and uses of ticketing systems. As you know, many establishments or businesses in Sports, Entertainment and Cultural Services use tickets.

This activity will give you the opportunity to design a ticket for a particular event. Your group's task is to make a large-scale model of a ticket for the purpose described below.

Your group has a contract with the Yourtown Historical Society (YHS) to plan a ticketing system for the new exhibit which they will open in the spring.

In honor of the Bicentennial, the YHS has rebuilt and restored the 18th Century Charles Adams homestead to the east of town. After acquiring the 3-acre property, the YHS spent several years in restoring the old buildings located there. These restorations have now been completed,and the buildings that will be open for visitors include: the house itself, the barn, tool shed and laundry shed. In addition, the society has built a small museum which exhibits paintings by local artists who lived in the 19th century and scientific inventions of the same period.

The YHS has told you that they plan to sell general entry tickets at the main entrance to the homestead. These entry tickets will enable the customer to enter all of the homestead buildings and to walk around the grounds at will. However, the YHS wishes to sell separate tickets for the museum at the museum door for an additional fee. The society feels that some people may not want to visit both the buildings and the museum in the same day. Also, the YHS wants to limit the number of people who come to the small museum and believes that selling museum tickets separately will do that.

The YHS has asked your group to design a large-size model of the entrance ticket that all customers must buy in order to get on the homestead property and to indicate to them how you plan to distinguish the general entrance and the museum tickets. The Society wants you to include *at least* the following information on the model ticket:

1. The Society's name.
2. An identifying number code, to keep track of the number of tickets sold.
3. The date the ticket is good for.

You may add any other information which you think should be included on the ticket.

AMUSEMENT PARKS

Visiting amusement parks is a favorite activity for many people both young and old. Amusement parks can be found in most parts of the country and vary greatly in terms of size, number and types of rides, and complexity. Many amusement parks are small, offering a half a dozen rides, games of chance and luck, like bingo, a shooting gallery or a pitching booth. Of course, an amusement park wouldn't be an amusement park unless it offered cotton candy, popcorn, balloons and soft drinks. Traditionally, favorite rides at amusement parks are the ferris wheel, the merry-go-round and the roller-coaster.

Interestingly, the number of people patronizing amusement parks didn't decrease either during the Great Depression of the 1930's or during the economic recession of the 1970's. It seems that in difficult times people need to have an inexpensive place to go where they can forget their troubles and enjoy themselves in a world of fantasy.

The amusement park industry has changed over the years. Recently, the "super-park" has become very popular, for example, Santa's Village, Disneyland and Disney World. Rather than simply providing a series of rides, these parks try to create an "atmosphere" or "theme." A certain period in history, streets from famous cities, historical experiences (e.g., an Indian village or a ride on a Mississippi river showboat), or a fantasy world (e.g., Alice in Wonderland) may be created. There is considerable international exchange between amusement park owners and managers about ideas for new rides and the engineering involved in making a ride a reality.

Some entrepreneurs are adding attractions to their parks to increase the number of their customers. For example, the new Great Adventure amusement park in New Jersey combines an amusement park with a large zoo. The animals roam freely, and visitors may drive along a seven mile road through the zoo to see the animals in relatively natural settings. Great Adventure also offers entertainment activities typically associated with circuses or carnivals, such as trapeze acts, stunt rides, clowns, high wire acts, and so forth. Trained dolphins also perform for visitors there. The investment required to start Great Adventure was $45,000,000. It is reasonable to assume that costs for other such "super-parks" were also in the millions of dollars.

AMATEUR SPORTS

Many Americans participate in amateur sports both in school and on their own. The major difference between the amateur athlete and his or her professional counterpart is that the amateur athlete may not receive financial remuneration (money) or gifts for any of his or her sports activities and, furthermore, is not allowed to capitalize on his or her reputation as an athlete by promoting products through commercial advertising. As a result, the amateur athlete must rely on his or her own financial resources, the support of his or her school, the support of interested organizations (e.g., local tennis associations or swimming and diving clubs), and, for the few who make it, the support of the U.S. Olympic Committee (only amateur athletes can compete in the Olympics). Thus, the amateur athlete must be motivated by his or her interest in the sport and/or by the prestige associated with success.

Amateur athletes participate in many of the same sports as their professional peers, e.g., baseball, track, basketball, hockey, football, wrestling and boxing, tennis, and soccer. Sometimes there are slight differences in the rules, but in most cases the basic game is the same. Organizations such as the NCAA (National Collegiate Athletic Association) and the AAU (Amateur Athletic Union) sponsor periodic events where amateur athletes can test their skills both against each other and against school, national or world records.

Some athletes are motivated by a desire to participate in the Olympic games, which are held every four years at various sites throughout the world. The U.S. Olympic Committee holds a series of "trials" throughout the country to select outstanding athletes to represent the United States at the Olympic games. Athletes are selected for participation in these trials either because they hold records or because they ranked in a high position in earlier trials. The athlete who is selected to participate in the Olympics can expect some financial and training support from the Olympic Committee, but in most cases the athlete must be prepared to supply some of the money himself.

The modern Olympics were started in 1896 by a French educator named Baron Pierre de Coubertin. He wanted to foster international understanding and to promote interest in education and culture. Nine nations competed in the first Olympics. Now more than 100 nations compete. The Winter Olympics (skiing, figure skating, bobsledding, etc.) was started in 1924.

MUSEUMS

There are hundreds of museums in the United States, and they vary greatly in size and subject matter. Many museums combine the exhibition of historical and cultural objects (e.g., dinnerware from ancient Rome, weaponry from an African tribe, antique painted china from the Orient) with exhibits of paintings from different countries or from different periods in history. Some museums have special collections which focus on one subject or period in history. For example, there is a Museum of Cartoon Art in Greenwich, Conn., which includes samples of the work of American cartoon artists over the past twenty-five years. Museums exhibiting primarily "pop art" (including sculptures made from discarded metal or common household objects) made a slow start but are now quite common in metropolitan centers like New York City. There are museums of science, in Boston, for example, which introduce both young and old to the wonders of science through visually attractive and technologically advanced exhibits and which inform the visitor of the impact of scientific advances on culture and on the development of industry. There are, of course, many more traditional museums such as the Metropolitan Museum of Fine Arts in New York City, which includes Egyptian mummy cases, armor and weaponry from ancient and medieval times, coins from various periods in history, skeletons of various pre-historic animals, and paintings of the 19th and 20th centuries.

A museum typically has exhibits which it owns. In addition, museums often borrow material from private owners, foundations or other museums. Borrowing, especially from other museums, is not as common as it used to be because the work is vulnerable to breakage and theft in transit. This results in high insurance rates which many museums cannot afford. In addition, paintings and other items, require care (controlled temperature and humidity, for example), and excessive moving of these objects tends to decrease their life span. As a result, museums are seeking ways to rearrange their existing exhibits in new and interesting ways and are beginning to show more work from local or only moderately well-known artists. In general, their efforts have been successful in attracting visitors.

UNIT II. COMMUNICATION SKILLS

Student Materials

OVERVIEW

STUDENT ACTIVITIES	STUDENT MATERIALS
A. Verbal Communication Prepare brief presentations in writing and then deliver these to the class.	Instructions with list of suggested topics
B. Verbal Communication in Sports, Entertainment and Cultural Services Occupations. Examine four occupations in the field to determine the similarities and differences in verbal communication.	
C. Non-Verbal Communication Experiment with non-verbal communication and learn that much can be communicated without words.	Instructions Product and Occupation Cards
D. A Look at Real Publications Analyze the written materials produced by different facilities.	
E. The Last Word Research and write educational material about objects or events within the industry.	
F. Putting It All Together Develop exhibits for display in the school.	

Instructions

Communication skills are important in all of life's activities and certainly in sports, entertainment and cultural service occupations.

This exercise will give you a chance to practice these skills.

1. Choose a topic that you would like to speak about. You may choose any of those listed below or another similar one developed by the class.
2. Prepare a 4-5 minute presentation on your topic. Remember to keep it short!
3. When preparing and making your presentation, and when assessing the presentations of others, remember to note:
    - the major point of the presentation
    - the clarity of thought expressed
    - the clarity of speech
4. Be sure any comments you may have on other presentations are helpful.

SUGGESTED TOPICS

Job Comparison

Compare two classified advertisements for the same occupation and explain which, if either, appears more desirable to you from the description in the newspaper. *If possible,* choose an occupation in sports, entertainment or cultural services.

Product Comparison

Choose a product and compare two or three competing brands of the product from the point of view of the consumer. Emphasize strengths and weaknesses of each competing brand (including quality and price) and make a recommendation as to which the consumer should buy. *If possible,* choose a product that might be used in sports, entertainment or cultural services.

An Effective Sports Announcer

Select a sports announcer on radio or television who is especially effective and explain why he or she is an effective announcer. Consider whom the program is meant to appeal to, the program's visual and/or aural qualities, the announcer's style, etc.

A Winning Coach

Compare two coaches in your school or that you have heard about on television or radio. Identify the qualities that make these coaches effective. Compare their styles in dealing with athletes and the public.

Movie House or Theatre Comparison

Compare two movie or legitimate theatres in your community. Tell the class how they differ in terms of size, price of tickets, kinds of movies or plays shown, other services offered, and type of building.

7

Instructions

The purpose of this exercise is to develop your awareness of the fact that there are more ways of communicating than by speech alone. In this exercise, you will practice using gestures and facial expressions to communicate. This is called pantomiming.

1. The class is divided into teams.
2. Members of each team take turns pantomiming a product or occupation.
3. The other members of the team try to guess what the product or occupation is.
4. Each member draws the name of the product or occupation he/she is to pantomine from a hat or other container.
5. The person doing the pantomime cannot give clues by talking, mouthing the word, spelling out the word, or using props. All communication must be non-verbal, except at the beginning of the pantomine when you tell your team members whether it is a product or an occupation that you are acting out.
6. The time limit for each pantomime is five (5) minutes.
7. If the team guesses the product or occupation within five minutes, they score a point. If the team is stumped and cannot guess the product or occupation within five minutes, the team does not score a point.
8. The team with the most points at the end of the game wins.

Television Set	Baseball Bat	Radio	Hammer
Telescope	Chair	Bed	Hat
Coat	Boat	Tennis Racket	Basketball
Nail	Towel	Chair	Bed
Book	Toothbrush	Pencil	Bicycle
Watch	Pots and Pans	Flowers	Ice Cream Cone
Deck of Cards	Pocketbook	Car	Wastebasket
Gum	Bookcase	Doorknob	Telephone
Carnival Barker	Night Club Host/Hostess	Lion Tamer-Circus	Tour Guide-Aquarium
Football Referee	Rodeo Performer	Ticket Seller	Animal Trainer-Zoo
Jockey	Circus - Master of Ceremonies	Roller Coaster Operator	Bat Person-Baseball Team
Night Club Doorman	High Wire Artist-Circus	Librarian	Pole Vaulter

UNIT III. MONEY MANAGEMENT

Student Materials

OVERVIEW

STUDENT ACTIVITY	STUDENT MATERIALS
A. Money Management Examine the need for effective money management and experiment with some common skills involved in the sports, entertainment and cultural services industries.	Three case studies

Instructions

Accurate handling of money is important in many hospitality and recreation occupations. To do this, you must know how to make change and how to keep records of the money you are handling.

The three cases that follow will give you practice in managing money. Each case describes someone whose job requires him or her to work with money. Read each case and then fill out the forms according to the information in the description.

When you have finished the required forms, try to answer the questions that are listed at the end of each case. The class will discuss these questions together after everyone has completed the work.

Sal DeToro

Sal DeToro is the assistant manager of the Rolls Royce Restaurant. At the end of each day's business, Sal presses a key on the cash register which indicates how much money was received during the day. Sal completes a form, called a cash register tally, which indicates how much money *should be* in the cash register—the Cash Register Reading—and how much money *is actually* in the register—Amount in Drawer. There may be a discrepancy, or difference, between these amounts either because incorrect change was given to customers or for some other reason. When the amount in the register is less than what should be there, it is called a *shortage*. When the amount of money is more than what should be there, it is an *overage*. The completed cash register tally for April 4 is shown here:

Cash Drawer Report:	April 4, 197__
Cash Register Reading:	$204.82
Amount in Drawer:	$204.80
Over/[✓ Short] (circle one):	.02

Sal then completes a form, called a deposit slip, indicating the amount of money to be deposited in the restaurant's bank account. Sal keeps one copy of the deposit slip and then puts another copy with the money into a safe deposit bag, locks the bag, and deposits it in the bank, using a key to open the night deposit chute. Included below are two checks which Sal wants to deposit on April 4. In addition to these checks, Sal plans to deposit $2.30 in coin and the rest in paper currency.

Directions: Complete the blank deposit slip included in these materials, using the above information. List each check separately indicating the bank check number in the upper right corner of each check.

CHECK #1

VINCENT PRINCE

NO. 102

23-105/1020

4 April 19 7

PAY TO THE ORDER OF Rolls Royce Restaurant $ 12.00

Twelve and xx/100 ---------------------------------- DOLLARS

/s/

CHECK #2

JANET LEE NO. 512 23-105
1020

April 4 19 7

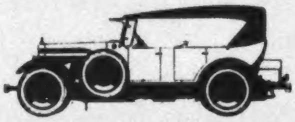
PAY
TO THE
ORDER OF Rolls Royce Restaurant $ 8.50

Eight and 50/100 ---------------------------------- DOLLARS

/s/

1. Complete this bank deposit form using the information you were given in the case description.

DEPOSITED BY



ROLLS ROYCE RESTAURANT

Date ______________________ 19 ____

Please List Each Check Separately

	Dollars	Cents
CURRENCY		
COIN		
CHECKS		
TOTAL		

CENTRAL NATIONAL BANK

2. If you have time, try to answer the following questions about the Sal DeToro case.
   a) When Sal completes the deposit slip, he keeps one copy of the slip. Why?
   b) When Sal lists the checks for deposit, he indicates the check number. Why is this necessary?
   c) In addition to incorrect changemaking, what else may account for an overage or shortage in the cash register?
   d) Why does Sal make a deposit each evening? Are there instances when more frequent or less frequent deposits might be made?
   e) In addition to money management, what other responsibilities might an assistant manager of a restaurant have?

Doreen Steeves

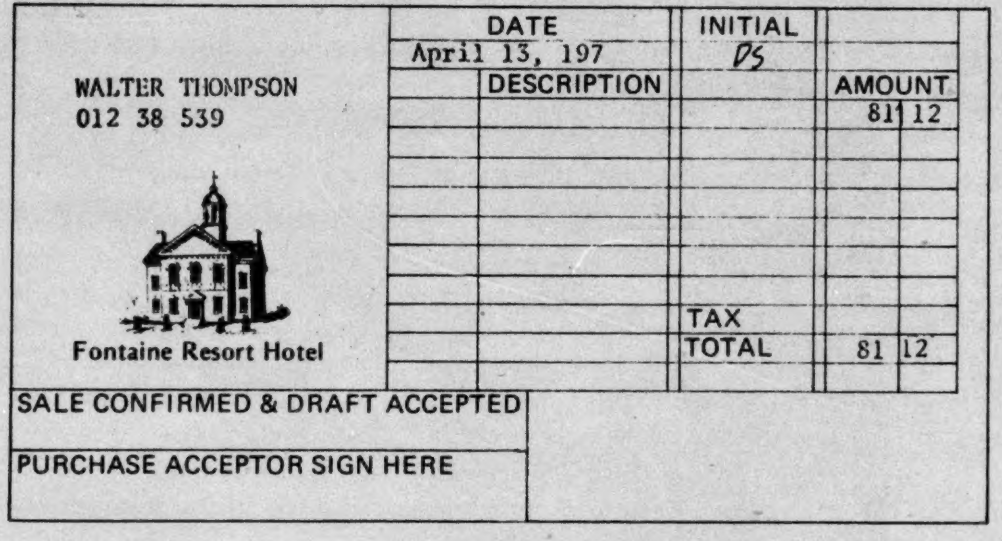
Doreen Steeves is the cashier at Fontaine Resort Hotel. When guests check out of the hotel, they pay Doreen for their room and food charges. The guests use a variety of methods of payment: cash, charge card, traveler's checks, and foreign currency. The hotel has established certain procedures for Doreen to follow for each of these methods of payment.

When a guest is checking out, he or she is shown the bill for his/her hotel visit to make sure that all charges are properly recorded. The guest then pays the bill.

If the guest pays in cash, Doreen recites the amount of the bill and the amount of money offered by the guest (for example,"$35.82 out of $40") and places the money offered above the cash drawer. She then takes out the change from the cash drawer counting up from $35.82 to $40.00 (i.e., $35.83, 84, 85, 90, $36, 37, 38, 39, 40). She always takes the smallest denomination of currency out of the drawer first, takes out the appropriate number of coins, then goes on to the next highest denomination, and so on.

When the guest pays with a charge card, Doreen must complete a charge slip. On the form, Doreen writes in the amount of the guest's bill, the date, and her initials. She then puts the guest's card in an imprinter which imprints the name of the guest, the charge card number, and the name of the hotel. The guest signs the charge slip, Doreen matches this signature against that on the charge card and then returns the charge card and a copy of the charge slip to the customer. Figure 1 shows a completed charge slip for a guest with a bill of $81.12.

Figure 1. Completed Charge Slip



WALTER THOMPSON
012 38 539

Fontaine Resort Hotel

DATE		INITIAL		
April 13, 197		DS		
	DESCRIPTION		AMOUNT	
			81	12
		TAX		
		TOTAL	81	12

SALE CONFIRMED & DRAFT ACCEPTED

PURCHASE ACCEPTOR SIGN HERE

When a guest pays in a foreign currency, Doreen must refer to a conversion table which indicates the value of U.S. dollars in various foreign currencies. An example of a conversion table is shown in Figure 2. When a guest gives Doreen a 100-franc note, she looks at the chart and determines that a 100-franc note is worth $24.00. She then gives the guest change in U.S. currency, just as if the guest had tendered $24.00.

Foreign	U.S.
100 francs	$24.00
1 British Pound	$ 2.05

Figure 2. Conversion Table

When a guest pays with a traveler's check, Doreen asks the guest to sign the traveler's check and then makes sure that this signature matches the signature that was made when the checks were originally purchased. Doreen then gives the guest change, just as if the guest had tendered cash payment.

Instructions

1. On July 25, the following guests paid their bills. They paid in a variety of ways. In the space indicated below, indicate the amount of change which Doreen should give each guest. For those guests who pay by charge card, complete a charge slip for each guest, using the forms that follow these questions.

   Richard Johnson has a bill of $35.82 and pays with two twenty dollar bills. Amount of change __________.

   Gerald Clayman has a bill of $40.05 and pays with a fifty dollar bill. Amount of change __________.

   Daryl Smythe has a bill of $51.00 and pays with a British 50 pound note. Amount of change __________.

   Arnold Brown has a bill of $42.00 and pays with a charge card. Amount of change __________.

   Victoria Zinck has a bill of $89.00 and pays with a charge card. Amount of change __________.

2. When you have finished figuring out the amount of change that Doreen should give each guest and filling out the charge slips, try to answer the following questions about the case.

   a) Why does Doreen ask the guest to look over the bill before collecting payment?

   b) Why does Doreen recite the amount of the bill and the amount of money given by the guest?

   c) Why does Doreen place the amount of money offered by the guest above the cash drawer?

   d) When a guest uses a charge card, why does Doreen check the signature?

DATE		INITIAL	
	DESCRIPTION		AMOUNT
		TAX	
		TOTAL	

SALE CONFIRMED & DRAFT ACCEPTED

PURCHASE ACCEPTOR SIGN HERE

DATE		INITIAL	
	DESCRIPTION		AMOUNT
		TAX	
		TOTAL	

SALE CONFIRMED & DRAFT ACCEPTED

PURCHASE ACCEPTOR SIGN HERE

Ruth Mitchell

Ruth Mitchell is employed as a cashier in Cinema City. She is responsible for selling tickets to the movies, making change and completing a tally form at the end of the day. The tally form indicates the number of tickets sold and the amount of money taken in. Ruth uses an automatic ticket dispenser which keeps count of the tickets sold. She sells tickets for two movies: one costs $4.00, and the other costs $3.50. Children's tickets for either movie cost $1.00. Since a considerable amount of cash accumulates in the cashier's drawer every few hours, the manager frequently comes to the cashier's window and collects the cash for deposit in Cinema City's bank account. Ruth keeps a record of the cash collected in order to ensure that the total value of the tickets sold at the end of the day is equal to the cash in the drawer plus the amount of cash the manager has collected during the day.

On February 7, the automatic ticket dispenser indicates that the following number of tickets were sold at each price:

$4.00 ———— 150
$3.50 ———— 200
$1.00 ———— 824

The manager had made the following collections of cash:

2 P.M. ———— $150
7 P.M. ———— $300

1. Complete the Ticket Report which follows using the information in the case description.

CINEMA CITY TICKET REPORT

	No. of Tickets Sold	**Cash Value**
	________ at $4.00	________
	________ at $3.50	________
	________ at $1.00	________
(1)	**Total Cash Value of Tickets Sold**	________
	Minus: Pick-Ups	
	Amt: ________ Time: ________	
	Amt: ________ Time: ________	
	Amt: ________ Time: ________	
	Amt: ________ Time: ________	
(2)	**Total Amount of Pick-Ups**	________
(3)	**Cash on Hand (Subtract #2 and #1)**	________

2. When you have finished the Ticket Report, answer the following questions:

   a) Ruth uses an automatic ticket dispenser to count the tickets sold. Are there other methods used to count the number of tickets sold, for example, in selling tickets to school functions?

   b) Why is it necessary for the manager to make cash collections during the day?

   c) Are there other businesses in this work environment where such collections may be necessary?

   d) Why is it necessary for Ruth to record the cash pick-ups made by the manager? Shouldn't this be the responsibility of the manager?

   e) What do you think are some of the advantages of Ruth's job?

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